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ABSTRACT

The purpose of this Colorado state curriculum guide is to involve elementary school students in meaningful experiences about the U.S. Constitution and to promote democracy, democratic values, and citizenship education in elementary schools. This document provides an interdisciplinary approach to teaching about the Constitution through lessons in history, government, geography, economics, mock trials, language arts, literature, foreign language, humanities, mathematics, science, art, music, and physical education. Specific lesson plans, learning activities, and student handouts are included. Lesson plans contain: (1) intended grade levels; (2) objectives; and (3) required materials. Drawings and a 48-page bibliography are included. (JHP)

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THE CONSTITUTION:

Experiencing Democracy

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Elementary Curriculum Guide
Colorado Department of Education
1987

THE CONSTITUTION: Experiencing Democracy

A Curriculum Guide for Elementary Schools

Produced by
The Colorado Department of Education
Office of Federal Relations and Instructional Services
Dr. William Randall, Commissioner
Dr. Arvin Blome, Assistant Commissioner

Pam Solomon, Director

Virginia Jones, Co-Director

This Project was funded through The Commission on the Bicentennial of the United States Constitution and the Colorado Department of Education

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EDITOR'S NOTE

We the People

This curriculum guide: THE CONSTITUTION: Experiencing Democracy was published by The Colorado Department of Education. Funding for this project was granted from The Commission on the Bicentennial of the United States Constitution and the Colorado Department of Education.

Lessons were selected from hundreds of ideas submitted by curriculum writers. During the selection process, the content of each lesson was reviewed, edited and revised. We suggest your vigilant attention towards the accuracy of information. The opinions expressed in this guide do not necessarily reflect the positions or policies of the Colorado Department of Education or the Commission on the Bicentennial of the United States Constitution.

A complimentary copy of this guide has been sent to each elementary school in the state of Colorado, and to each State Department of Education in the United States.

A limited amount of additional copies of this guide have been printed. For more information contact: Virginia Jones, Curriculum and Instruction Project, Colorado Department of Education, 201 East Colfax, Denver, Colorado 80203. Phone: (303) 866-6762

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Calvin M. Frazier
Commissioner of Education

July 10, 1987

Dear Fellow Educators:

In distributing this curriculum guide, THE CONSTITUTION: Experiencing Democracy, to all elementary schools in 1987, it is my hope that teachers will use this as a springboard for additional ideas. It is a time to be creative in the development of materials and approaches that will excite your students and community. Think big! Let the parents and community know that as educators we place a high priority on our societal charge to transmit to your youth the concepts of freedom and responsibility.

This is our special opportunity to bring to our youth the understandings and knowledge that will inspire them to continue the evolution of a government that is "for the people, and by the people." Many individuals have come together here in Colorado to accomplish this through our support of the Bicentennial Celebration. In addition to the State Board, Commissioner, and many others from the education community, we are being joined by the legal profession, press, and leading citizens from throughout the state. It is a unique time in America's history to unite in appreciation and recognition of those events 200 years ago. You and I will not have another chance like this during our lifetimes.

Sincerely,

Calvin M. Frazier

Calvin M. Frazier, Former Commissioner
Colorado Department of Education

SUPREME COURT OF COLORADO
STATE JUDICIAL BUILDING
2 EAST 14TH AVENUE
DENVER, COLORADO 80203

JOSEPH R. QUINN
CHIEF JUSTICE

(303) 861-7330

July 9, 1987

Dear Educator:

The Bicentennial of the United States Constitution involves a five-year commemoration of the political process that led to the final ratification of the United States Constitution and the Bill of Rights. Our federal constitution, which has endured for 200 years, is the charter of our political existence and is at the core of our historical heritage. This "living document", therefore, is truly worthy not only of celebration but more importantly of study and reflection.

Since the beginning of public education in the United States, we have recognized that our schools can and should actively promote good citizenship. To that end, the bicentennial presents an excellent opportunity for law-related education to become an integral part of the school curriculum in Colorado. As they grow and mature, those young students who participate in the bicentennial will have a better understanding of the nature, function, and purpose of our governmental processes, and a corresponding commitment to the values of American citizenship.

This curriculum guide was promulgated in response to the need expressed by Colorado elementary teachers for more substantive information and materials on law-related education during this Bicentennial. The Constitution: Experiencing Democracy is a useful resource in making our heritage and culture "come alive" for students. I encourage you to take advantage of these materials and assist in achieving the goal of developing an informed and responsible citizenry.

Sincerely,

Joseph R. Quinn

Joseph R. Quinn
Chief Justice

ACKNOWLEDGEMENTS

This Curriculum Guide would not be possible without the cooperative efforts of many dedicated individuals. Funding for this project was provided by a federal grant from the Commission on the Bicentennial of the United States Constitution and the Colorado Department of Education. Special thanks is given to Dr. Joseph Phelan, Associate Director of Education Programs for the Commission. Also Anne Fickling, Grants Specialist at the Commission, has enthusiastically encouraged and assisted us throughout the project from Washington D.C. Support from the Colorado Department of Education was provided primarily through the Curriculum and Instruction Project under the direction of Dr. Arvin Blome, Assistant Commissioner and Dr. Boyd Dressler, Project Supervisor. Endless hours of clerical assistance were given on weekends and evenings by Joyce Gange, Constitution Secretary, Esther Sullivan and Meda Stratton. Without their commitment and diligence, this project could not have been successfully completed.

Curriculum Writers: Various sections of this guide were written by educators from throughout Colorado. Special recognition is given to them for their many creative contributions: Mary Apodaca, Dean Bernard, Peggy Burns, Phyllis Clarke, Shawn Colleary, Regina Dodge, Mark Harvey, Mary Ellen Hitchins, Terri Johansson, Jane Ann McKee, Cherryl Sage, Sharon Fields Simpson, Paige Svigel and Beverly Trefny. Additionally, Boulder Valley Public Schools permitted the inclusion of government lessons developed under the direction of Phyllis Clarke; Boulder County Safeguard Law-Related Education Program granted us permission to include government lessons developed under the direction of Gayle Mertz; and the Colorado Council for Economic Education organized the writing of economics lessons under the direction of LaKay Schmidt and Mary Alice Campbell.

Art Work: The original cover design was created by Carol Miller who also designed the letterhead logo. Other design work was completed by Richard Solomon and Paige Svigel. Graphics were also developed by artists in the Design Center of the Colorado State Government.

Editing Staff: Our editing staff included: Jane Altberg, Peggy Cimburek, Susan Flugstad, Nancy Freeman, Margaret Glibota, Tom Glibota, Kathy Moore, Pat Neel, Cherryl Sage, Nancy Sager and Bonnie Snyder.

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1) Introduction

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INTRODUCTION

Celebrating the Bicentennial of the United States Constitution on September 17,1987 provides a perfect opportunity for teachers to reaffirm their commitment to citizenship education. By examining the visions of our country's founders, we readily see that from the inception of this great American experiment, education for citizens has been vital in assuring our success as a democratic nation. Now, two hundred years later, we owe ourselves and future generations a recommitment to focus our energy into developing the hearts and minds of American children; empowering them to preserve, protect and improve our democratic way of life.

In our day to day struggles to meet the educational needs of students, we frequently become immersed in the business of covering textbooks, meeting schedules, and raising test scores. During these hectic days filled with endless demands, it is easy to forget that our ultimate goal is to have students grow up to be productive members of society. Fundamentally, our efforts should focus on developing the character of tomorrow's citizens. Students need to become critical thinkers, active problem solvers and rational decision makers. In addition we must inspire them to pursue the ideals of justice and freedom while developing their sense of social responsibility.

Why elementary schools? Among generations born after World War II, there often exists an underlying indifferent attitude towards American democracy. Perhaps the disillusionment experienced by those who lived through the turbulent periods of the 1960s initiated their sense of alienation from government. This has been enhanced by the embarrassment of Watergate and the more recent details brought out during the Iran-Contra Hearings. Perhaps this helps us understand some of the present sense of apathy and cynicism towards our government.

Consider for a moment that the children we teach in American elementary schools today are predominantly coming from homes where apathy is more prevalent than patriotism. We can then understand why our mission for citizenship education has become more urgent. For if we are to continue as a great, free society, we must turn apathy into action and cynicism into hope.

In my opinion, it is imperative that we begin citizenship education with elementary students because basic attitudes and values are established during these formative years. We cannot afford to delay this curriculum by waiting for American history and civics to be taught in high school. Instead, we must begin to pass down to our young children the ideals of freedom and justice upon which this great country was founded and for which we will need their dedicated involvement. Let us utilize the Bicentennial Celebration of the United States Constitution as a springboard for enhancing citizenship education.

INTRODUCTION by Pam Solomon

About this Curriculum Guide: THE CONSTITUTION: Experiencing Democracy was inspired by the need to involve young children in meaningful learning experiences about the United States Constitution and to promote citizenship education in elementary schools. Writers from various disciplines were chosen from educators throughout Colorado. They have compiled original lessons which should assist you to teach the Constitution through history, government, geography, economics, mock trials, language arts, literature, foreign language, drama, humanities, math, science, art, music, and physical education. Included in these lessons are activities that will enable you to bring the spirit of early American times "alive" for your students. Through this active involvement, students will benefit from a sense of history and appreciation for the 55 men who drafted such a significant document two hundred years ago.

Interdisciplinary Approach: The format of THE CONSTITUTION: Experiencing Democracy contains lesson plans grouped by curriculum areas. However, the intent of this guide is not to segment learning into individual subjects but instead to promote means of integrating knowledge through interdisciplinary studies.

American history, government and social studies lessons are presented in all curriculum areas. For example, students learn historical facts when they calculate the average ages of delegates to the Constitutional Convention and develop opinions on the fairness of the Three-Fifths Compromise while learning fractions. Art activities help students understand the role of colonial homemakers when they learn to make candles and quilts. Science activities provide insight into colonial meteorological forecasts, early American medicine and the origins of the patent system. Judicial procedures are reviewed when the witch in Hansel and Gretel is indicted on kidnapping charges and students are asked to simulate the trial. These examples are just a few of the hundreds of creative ideas contained in this guide.

Our hope is that schools and individual classes will consider devoting a significant amount of time incorporating this interdisciplinary approach into their schedules. Through this method, the historical setting of the Constitution and the ideas expressed in the Constitution can most effectively be learned while students are actively involved in "experiencing democracy."

Constitution Convention Simulation: During the national celebration on September 17, 1987, we hope that schools will consider a school-wide simulation of the Constitutional Convention. Different classrooms can represent each of the thirteen states of 1787 and students can travel to Philadelphia (an assembly area) to sign a copy of the United States Constitution. We envision those attending to be dressed in colonial garb, including wigs, leggings, coats and ruffles. Imagine them behaving as people of the times; having tea at high noon; expressing Ben Franklin's "bon mots" (wise sayings) and discussing their own opinions of the new government. Students can represent their state's positions at the Convention (e.g., the Virginia Plan), or they can be encouraged to cultivate their own opinions on how fair government should be conducted. You might even set up a "soapbox" or "stump" in the cafeteria to provide a forum for students to give one- to two-minute speeches--"public testimony"--on any of a number of Constitutional issues: with free speech as a theme, students might deliver oral speeches on their opinion toward any controversial issues; current events involving Constitutional issues might include arguments for or against such figures as Oliver North; feelings about school rules might be aired.

The school-wide simulation of the Convention can be held on consecutive days allowing each state equal time to present their "plan" or opinions, or just one simulation can be planned for the signing on September 17, 1987. In either case, the signing of the Constitution should occur on the historic date with either just the delegates from states signing (only 39 of the 55 delegates signed) or allowing every student the opportunity to sign. To create a more believable setting, decorate your assembly area like Independence Hall in Philadelphia, arrange formal seating, and keep the window shades drawn (as the Conventional meetings were held in secret).

To further simulate colonial times, have the delegates make travel arrangements to Philadelphia utilizing eighteenth century transportation methods (by foot, horses, or carriages). As much as possible, have students stay in the character of the founding fathers. For instance, James Madison continually recorded details of the Constitutional Convention in his journal. Have the students use quill pens to write their notes or sign their names in the 1787 calligraphy style provided in the lessons.

A Celebration of Citizenship: A day long "teach-in" on September 16, 1987 is being sponsored by the American Newspaper Publishers Association Foundation, the Commission on the Bicentennial of the United States Constitution and twelve other major national education organizations. President Reagan is planning to lead all students throughout the country in a simultaneous recitation of the Pledge of Allegiance over radio and television stations at 11:00 MDT. Following the Pledge, former Chief Justice Warren Burger is planning to teach a lesson on the Preamble of the Constitution.

Community Involvement: This project lends itself beautifully to involving your community. Volunteers can assist teachers and students by planning school events, obtaining needed materials and implementing lessons. Additionally, many members of your community are valuable resources for working with and/or speaking to groups of students. Consider asking local politicians, law enforcement officials, lawyers and judges to give personal accounts of how our government works.

Many parents and community members are as excited as you to be involved in this national celebration. Inform them of your plans and ask them for their help and suggestions. It is often most effective to have students compose letters to community members. Let your community know that they are welcome to participate or even to just observe your activities.

Do not forget to inform your local newspapers, radio stations and television networks of your special activities. Besides assisting you with coverage, they can give you a schedule of the Bicentennial programs or publications planned for your local area.

There are a multitude of organizations involved in assisting with the celebration of the Bicentennial of the United States Constitution. Most of your local service clubs and organizations are also prepared to offer services. The following is a basic list of Colorado organizations available to assist:

Colorado Commission On The Bicentennial of the U.S. Constitution, Esther Marie Capps, Executive Director, Suite 327, 7951 East Maplewood Ave., Englewood, Colorado 80111

Colorado Bar Association Bicentennial Committee, Midge Korczak, 1942 Broadway, Suite 208, Boulder, Colorado 80303

Colorado Civic/Legal Education Program, Barbara Miller, Director, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302

Colorado Supreme Court Public Education Committee, Rebecca Virtue Smith, 2 East 14th Ave., Denver, Colorado 80203

Boulder County Safeguard Law Related Education Program, Gayle Mertz, Director, P.O. Box 471, Boulder, Colorado 80306

Colorado Council on Economic Education, LaKay Schmidt, Director, 3300 Mitchell Lane, Suite 140, Boulder, Colorado 80301

Colorado Parent Teacher Association, Sharon Barbarick, President, 7251 W. 38th Ave., Wheatridge, Colorado 80203

Colorado League of Women Voters, Gerry Cummins, President, 1600 Race Street, Denver, Colorado 80206

2) American History

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AMERICAN REVOLUTION
CONSTITUTIONAL COUNTDOWN
CONSTITUTION TIME LINE
HEROES FROM THE PAST
FACES, PLACES, NAMES AND DATES
STARTING FROM SCRATCH
WINDOWS ON THE WORLD
WHO AM I?

FACTS ABOUT THE TIMES

The United States has the oldest written constitution of any country in the world. Writing it did not come easy to our founding fathers. To better understand the milieu from which the ideas expressed in the Constitution grew, it is necessary to look at the world of the late 18th Century, the world which shaped our forefathers.

- The Peace of Paris of 1783, ending the American Revolution, recognized a vast United States territorial empire. It stretched from the Atlantic Ocean on the east to the Mississippi River on the west and from British Canada on the north to Spanish Florida on the south.
- Rich merchants, large landholders and successful lawyers comprised about 3% of the population. Shopkeepers, farmers, etc. made up by far the largest segment of the populace. Laborers, frontier settlers and the poor made up another 5%.
- Women in colonial times were less restricted by sex stereotypes and legal restrictions than they were to become a century later. They worked on farms and plantations, in cities and forests. Their moral influence helped determine the enlightened principles of justice and equality reflected in the Declaration of Independence.
- It was the age of village craftsmen: blacksmiths, hatters, wheelwrights, perukemakers (wigmakers), millers, tanners and silversmiths. Children were often apprenticed out to learn trades. In return for performing their tasks, the students received a secular and religious education as well as room and board.
- Schooling was primarily for upper class boys.
- For recreation city girls played with dolls. Country girls often joined in brothers' games of tag and blindman's bluff. Boys pitched horseshoes or pennies and shot marbles. Men took part in lawn bowling, horse racing and some in fox hunting. Athletic contests often involved climbing a greased pole or catching a greased pig. Dancing and wrestling were popular.
- Wigs were for fashion. The powdered wig was for formal occasions. For everyday use a man chose his favorite color. The most popular ones were brown, blond, black, grizzle, or mixed black and white. Few colonial ladies wore wigs. Most dressed their own hair.
- Colonial architecture reflected the state of mind of the settlers: hard-working, simple people with a tradition of craftsmanship. Most buildings were of wood due to a shortage of stone and lime. The simplicity of design was imposed by both the materials and by the severe puritanical taste of many of the settlers.
- Cookery: Recipe books were guides both to cooking and to family eating traditions in colonial times. Few housewives owned printed cookbooks. Brides generally made their own from favorite family dishes.

FROM THE ARTICLES TO THE CONSTITUTION

The newly formed United States made its first attempt at a binding document establishing a government with the Articles of Confederation. This set up a way for the states to act together in matters of common interest.

The Articles of Confederation remained in effect from the end of the American Revolution in 1781 to the Constitution's ratification in 1789. It provided for a league of 13 friendly states, each sending representatives to a Congress. It contained no provision for a head executive. Each state had its own government to issue money, levy taxes, and regulate trade.

Nine states had to vote affirmatively for any law to be passed in the national Congress. The Congress had no powers to tax or enforce laws. Without uniformity of court systems, taxes, trade, defense procedures, weights and measures, each state could be treated as a foreign power.

By 1786 dissatisfaction with the Articles of Confederation led to a meeting of the states at Annapolis, Maryland. The delegates there called for a convention to discuss means of improving the Articles of Confederation.

The Convention was held in Philadelphia in May of 1787. There were 55 delegates, presided over by George Washington of Virginia. James Madison, Benjamin Franklin, and Alexander Hamilton were notable attendees.

Rhode Island sent no delegates. It feared that a stronger national government would weaken the independent powers of the states and endanger citizen freedoms. Several American patriots who shared Rhode Island's view (Patrick Henry, Samuel Adams, and John Hancock) also did not attend.

The founding fathers met from May through September 1787. Debate was long and sometimes harsh. Some of the issues included the term of the President and legislators, the method of election to be used, the powers of national government and those left to the states, equal versus proportional representation, and the counting of slaves. All of these issues were resolved through compromise. The resulting Constitution stands as the symbol of a model republic.

FACTS ABOUT THE CONSTITUTION

- The origins of the United States Constitution can be traced to the British Magna Carta of 1215. This document provided a set of limitations on the sovereign power of the king. It guaranteed the British nobility trials by jury and that the king would not take their lands or collect taxes without their consent.
- The U.S. Constitution is one of the shortest charters in the world.
- The Constitution has been amended only 26 times in 200 years.
- The delegates to the Constitutional Convention were upper class, white male landholders. It took many years and several other constitutional amendments before voting rights were given to Blacks, women, and all citizens over 18 years of age.
- The first 10 amendments (The Bill of Rights) were adopted in 1791.
- Governor Morris of Pennsylvania was chiefly responsible for the final draft of the Constitution and for the wording of its Preamble.
- 55 delegates from 12 of the 13 states participated in the Constitutional Convention; Rhode Island which sent no delegates.
- The Convention met at Independence Hall in Philadelphia.
- George Washington, as president of the Convention, transmitted the completed Constitution to Congress, then sent it to all states for ratification.
- The first draft of the Constitution was written by James Wilson of Pennsylvania on August 7, 1787.
- The final draft was written on September 12, including the preamble by Governor Morris.
- The Constitution was signed by 39 of the 42 delegates who remained in Philadelphia.
- The Constitution was submitted for ratification to the 13 states on September 28, 1787. Delaware was the first state to ratify it; Rhode Island was the last.

TIMETABLE OF EVENTS

March 1, 1781 -- All 13 states ratified the Articles of Confederation as the plan for government of the United States.

September 11-14, 1787 -- The Annapolis Convention convened. It issued a report calling on the 13 states to send representatives to a convention in Philadelphia in May, 1787 for the purpose of revising the Articles of Confederation.

February 4, 1787 -- Shay's Rebellion, a rebellion of poor farmers, was crushed by the Massachusetts state militia. It highlighted the flaws in the Articles of Confederation.

February 21, 1787 -- The Confederation Congress gave official approval for a convention in Philadelphia "for a sole purpose of revising the Articles of Confederation."

May 25, 1787 -- The Constitutional Convention began. George Washington was elected to serve as President of the Convention.

May 29, 1787 -- Edmund Randolph introduced the Virginia Plan. It proposed a strong national government to replace the ineffective one under the Articles of Confederation. It also suggested creating a new constitution.

June 15, 1787 -- William Paterson introduced an alternative, the New Jersey Plan. It would maintain equality of representation and voting power for all the states.

July 2, 1787 -- With delegates from large and small states divided on how many votes each should have in the Senate, the delegates chose a committee to find a solution.

July 12, 1787 -- A 3/5ths clause was agreed to which provided that slave population would be included for determining both Congressional representation and taxation. However, five slaves would count as only three free people.

July 16, 1787 -- The Great Compromise resolved state conflicts by providing for equal representation in the Senate and proportional representation based on state population in the House.

July 17-26, 1787 -- The Delegates passed 23 resolutions, largely based on the Virginia Plan to a "Committee of Detail" which submitted a rough draft of the Constitution to the Convention on August 6.

August 25, 1787 -- The Convention made a compromise over slave trade. It prohibited Congress from interfering with the slave trade for 20 years in return for which, the South allowed Congress to regulate all other commerce.

September 8, 1787 -- Delegates examined and discussed the articles of the rough draft.

September 12, 1787 -- The committee presented a draft of the Constitution to the Convention.

September 17, 1787 -- Each of the 12 state delegations voted to approve the final copy of the Constitution. Three of the 42 delegates refused to sign it. The Constitutional Convention was formally adjourned.

STATE POPULATIONS - 1787

STATE	POPULATION
Connecticut	237,946
Delaware	59,096
Georgia	82,548
Maryland	319,728
Massachusetts	378,787
New Hampshire	141,885
New Jersey	184,139
New York	340,120
North Carolina	393,751
Pennsylvania	434,373
Rhode Island	68,825
South Carolina	249,073
Virginia	821,287

STATE RATIFICATION OF THE CONSTITUTION

STATE	RATIFICATION DATE
Connecticut	Jan. 9, 1788
Delaware	Dec. 7, 1787
Georgia	Jan. 2, 1788
Maryland	April 28, 1788
Massachusetts	Feb. 6, 1788
New Hampshire	June 21, 1788
New Jersey	July 26, 1788
New York	July 26, 1788
North Carolina	Nov. 21, 1789
Pennsylvania	Dec. 12, 1787
Rhode Island	May 29, 1790
South Carolina	May 23, 1788
Virginia	June 25, 1788

AMERICAN REVOLUTION

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Background: The American Revolution"; reference books on the American Revolution, pencil, paper, some video equipment. (optional)

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1. Locate scenes of battles in the American Revolution on a map.
   a. Explain how terrain influenced the results of battle.
   b. Study the weapons and military tactics used during this war.
2. Write a newspaper headline(s) for a story about a Revolutionary War battle of your choice. To go with the headline:
   a. Write an article.
   b. Write an editorial.
   c. Write a letter to the editor.
3. Write a diary of a soldier.
4. Write dispatches from the war zone.
   a. Tell a story about how dispatches arrived.
   b. Describe the battle action.
5. Film an interview with a classmate who tells his/her make believe war experiences.
6. Interview any person who has been associated with the military today. Write a description of what his/her military experiences were like.
7. Write a poem about war.
8. Write a play about war.
9. Write a story about war.
10. Imagine yourself a soldier in the 18th century. Would you survive:
    a. In America during the Revolution?
    b. If you were British in the Revolution?
    c. If you were a civilian in Britain or America?
    d. If you were a woman on the home front in Britain or America?
    e. If you were a child in Britain or America?
11. Discuss the question: Was the American Revolution justified? (Why? or Why not?) Is war ever justified?
    a. Have a panel discussion
    b. Write an editorial
    c. Write a letter to the editor
    d. Write a news column on any single battle or event in the 18th century war
    e. Have group discussion
12. Why is it that most monuments are to war heroes?
13. Compare/contrast' 18th century war to 20th century war.
14. What if war was not an option to solve disputes. How would you do it?
15. Imagine that you were the most important woman in a war. What would you be doing?
16. Imagine Ronald Reagan as head of the colonists in the American Revolution. What would he do?
17. Find a war song from the Revolutionary War. What's its message?

BACKGROUND: THE AMERICAN REVOLUTION

The American colonists, whether they had originally emigrated from Europe for political, religious, or economic reasons, were generally eager for liberty from England. They had moved to the American colonies for material gain, but also for independence and freedom from coercion. They objected to British exploitation of their land and interference in their expansionist aims. They denounced the Stamp Act imposed by Britain in 1765 and the subsequent "Intolerable Acts" as taxation without representation. Violent protests like the Boston Tea Party escalated tensions. The colonists assembled a "Continental Congress" which first prescribed a boycott of British goods, and later, in 1775, raised an army. In July 1776, the representatives approved Thomas Jefferson's Declaration of Independence of the American Colonies.

At this point about one-third of the Americans were ready to fight, one-third were loyal to Britain, and the final third were waiting to see what would happen. England seemed to hold the advantage, but fighting 3,000 miles from their shore against Americans who knew the terrain and were inspired by George Washington were obstacles the British could not overcome.

The French joined the Americans against the British in 1778. The Spanish and Dutch followed. Finally, an American Army on land and the French Navy by sea forced the British to surrender at Yorktown.

The United States of America was the first European colony to successfully break from its rulers. It became a source of hope for other countries in Europe and in Latin America .

CONSTITUTIONAL COUNTDOWN

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Handouts of Bicentennial Calendar pages for August and September

Introduction: This lesson interrelates the period in which the Constitution was written with today.

Each day during the month leading up to the Constitution's singing, the teacher writes on the board the event that took place in 1787 on that day. Class discussion relates its relevance to the document and its time.

(Note: For copies of the complete Bicentennial Calendar, contact: George Taylor, Calendar Editor, Commission on the Bicentennial of the U.S. Constitution, 736 Jackson Place, N.W., Washington, D.C. 20503.)

AMERICAN HISTORY: Constitutional Countdown, by Bev Trefny

August 1987

July 1987

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 1987

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 1787—William White, the first Episcopal Bishop of Pennsylvania, wrote that John Adams' work would have no small influence on the deliberations of the Convention.
2 1787—Mercy Warren wrote that "...every man of sense is convinced a strong efficient government is necessary."	3 1787—Thirty second birthday of Nicholas Gilman of New Hampshire, signer of the Constitution.	4 1787—A draft of a new constitution of the United States prepared by the Committee of Detail was in the hands of the printer.	5 1787—Lafayette expressed his amazement to learn the Constitutional Convention's results.	6 1787—John Rutledge, Chairman of the Committee of Detail, reported to the Convention with a draft constitution.	7 1787—The Convention began item by item debate of twenty three provisions of the draft constitution.	8 1787—Convention delegates agreed to raise the minimum citizenship requirement for representatives from 3 years to 7 years as "... three years was not enough for ensuring that local knowledge which ought to be possessed by the Representative."
9 1787—Governor George Mathews of Georgia called a special session of the Assembly to consider the defense of the State against Indians.	10 1787—The Convention dropped the clause concerning qualifications or standards in regard to property for membership in Congress.	11 1787—James Wilson stated that, "... the people have a right to know what their agents are doing or have done, and it should not be in the option of the legislature to conceal their proceedings."	12 1787—Elbridge Gerry wrote that he had taken his wife and infant son to New York and left them there "... as the Heat of Philadelphia in the month of August might prove injurious to one so [illegible]."	13 1787—The Convention debated citizenship requirements for office holders.	14 1787—The Convention decided that payment of members of Congress would be out of the national treasury, not the States'.	15 1787—In the debate over the presidential veto, Gouverneur Morris warned that the most virtuous citizens will often, as members of a legislative body, concur in measures which afterwards they will be ashamed of.
16 1787—The Convention granted to Congress the power to regulate foreign commerce and interstate trade.	17 1787—The Convention vested in Congress the power to declare war.	18 1787—The Convention voted to give the proposed Congress power to raise and support armies and provide and maintain a navy.	19 1787—George Washington rode to the White Marsh and traversed the site of his revolutionary encampment there.	20 1787—Gouverneur Morris proposed a "Council of State" or President's Cabinet.	21 1787—The Grand Committee reported that the proposed Congress "shall have power" to pay the public debts incurred by the Confederation.	22 1787—Nicholas Ridgely wrote, "From the Convention at Philadelphia we must expect either permanence and stability or ruin and misery. Should a tolerable government be approved it will be our wisdom to adopt it."
23 1787—Oliver Ellsworth attended his last session of the Constitutional Convention in Philadelphia. He departed to resume his duties on the circuit court in Connecticut. The Convention adopted a provision establishing the Constitution as the supreme law of the land.	24 1787—William Livingston of New Jersey supported a compromise on slavery which would not prohibit the importation of slaves prior to 1800 and under which navigation acts could be approved by a simple majority.	25 1787—George Clymer and Roger Sherman protested the use of the word "slaves" in the Constitution.	26 1787—Jeremiah Wadsworth wrote Alexander Hamilton expressing his disbelief that a reported scheme to crown the second son of George III as king of America was a ploy to frighten the Antifederalists into accepting the Convention's work.	27 1787—The Convention extended the judicial power "... to all cases arising under the Constitution."	28 1787—Roger Sherman proposed that the Constitution prohibit the use of anything but gold and silver as legal tender.	29 1787—In Convention, George Mason of Virginia and Charles Pinckney of South Carolina spoke in support of a two thirds majority requirement for the passage of commercial treaties.
30 1787—The Convention debated the future possibilities of Statehood for the western lands.	31 1787—Convention delegates approved a motion to require the Constitution be submitted to State ratifying conventions which were to be established "... as speedily as circumstances will permit." Ratification by nine States would be required for approval.					

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September 1987

August 1987						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 1987						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 1787—The Convention committee of eleven reported on the issue of Congressmen holding other positions within the government.	2 1787—Francis Dana of Massachusetts wrote Elbridge Gerry that a bold politician would seize upon Rhode Island's abominations and antifederal conduct and annihilate them as a separate member of the Union.	3 1787—The Convention resolved that members of Congress shall not be appointed to offices created during their terms.	4 1787—Maryland delegate Luther Martin left the Constitutional Convention. He voted against ratification in Maryland in 1788. The Convention debated the procedures for the election of the President.	5 1787—The committee chaired by David Brearley finished its report, much of which concerned the election and powers of the President.
6 1787—The Convention adopted a four year term for the President.	7 LABOR DAY 1787—The Convention discussed presidential succession and the establishment of an Executive Council.	8 1787—A Committee on Style, consisting of William Samuel Johnson, Alexander Hamilton, Rufus King, James Madison, and Gouverneur Morris was appointed to put the Constitution into final form.	9 1787—James McHenry, delegate from Maryland, wrote his wife Peggy, "After all the researches of ambition and curiosity, it is only, my dear Peggy, in the bosom of one's family where man is born to find real enjoyment."	10 1787—Convention delegates debated and later agreed to require two thirds of both houses to propose an amendment to the Constitution and three fourths of the State legislatures to ratify.	11 1787—The Constitutional Convention adjourned awaiting the report of the Committee of Style.	12 1787—The Committee of Style submitted a draft constitution to the Convention.
13 1787—A four page broadside containing the report of the Committee of Style was given to each delegate. The Convention debated the draft constitution.	14 1787—George Mason moved that the Convention reconsider the prohibition against ex post facto laws because it was "not sufficiently clear" that the prohibition was limited to criminal cases.	15 1787—Edmund Randolph failed in a motion to deny the President the power to grant pardons in cases of treason.	16 1787—Printers prepared 500 copies of the Constitution for the official signing ceremony.	17 1787—The Constitution was signed in Philadelphia by thirty nine delegates representing twelve States.	18 1787—The Constitution was read in the Pennsylvania legislature. 1787—Fifty fourth birthday of George Read of Delaware, signer of the Constitution.	19 1787—Thomas Mifflin wrote of the proposed Constitution "... clear it is that unless we immediately agree to it America will repent our neglect."
20 1787—The Constitution arrived in New York and was read in the Confederation Congress.	21 1787—William Bingham wrote that the Constitution had been read in Congress and that every State on the floor of Congress was disposed to adopt it.	22 1787—The *Independent Gazetteer* reported that the Pennsylvania legislature was anxiously awaiting the return of the new federal Constitution from Congress.	23 1787—Edward Carrington urged James Madison to be present in Congress September 26th when they would take up the business of the new Constitution.	24 1787—A petition from citizens of Germantown, Pennsylvania urged the Pennsylvania House to print 1900 copies of the Constitution to distribute among the citizens.	25 1787—The *Pennsylvania Packet* reported, "Accounts from the State of Delaware say that the new Federal Government, as proposed by the Honorable Convention meets with the strong and hearty approbation of the good people of that Commonwealth."	26 1787—The Constitution was printed in the *Connecticut Journal*. 1787—Congress debated the new Constitution.
27 1787—Congress declined to approve calls for censure of the Constitutional Convention for not limiting action to revising the Articles of Confederation.	28 1787—Congress resolved to submit the Constitution to special State ratifying conventions.	29 1787—Absent members of the Pennsylvania legislature were returned by force; a quorum was declared and the State ratifying convention was called.	30 1787—Virginia Governor Edmund Randolph outlined the steps that Virginia should take concerning the ratification of the Constitution.			

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CONSTITUTION TIME LINE

Grades: Intermediate

Bloom Levels: Application

Materials Needed: Handout: "Constitution Time Line"; markers, crayons, pencils, rulers, tagboard strips

Introduction: Using sentence strips, have the students design a time line about their own lives (putting in major events such as birth, getting a pet, a younger sibling's birth, their first bike, starting school, making a soccer team, etc.)

After the students complete and share their time lines, plan to develop a time line for the Constitution. Ask the students to brainstorm a list of major events of the period (the rough draft, when it started, when Washington was elected). Use the attached sheet to fill in the dates and other important events. Have the students create their own time lines for the Constitution, complete with illustrations and captions or produce the time line as a class.

(Note: You could use the computer program "TimeLiner" with this activity. Order from: Tom Snyder Productions, Inc., Dept. NL2, 123 Mt. Auburn St., Cambridge, MA 02138; $59.95 for 2 disks and teacher's manual or $180 for lab pack of 10 disks.)

AMERICAN HISTORY: Constitution Time Line, by Shawn Colleary

CONSTITUTION TIME LINE

PRE-CONSTITUTIONAL CONVENTION

March 1, 1781 - All 13 states ratified the Articles of Confederation.

September 3, 1783 - U.S. and Great Britain signed the Treaty of Paris, ending the American Revolution.

September 11-14, 1786 - Annapolis Convention. Representatives from five states issued a report that called upon the 13 states to send representatives to a convention in Philadelphia in May 1787, to aid in the revision of the Articles of Confederation.

February 4, 1787 - Shay's Rebellion was crushed in Massachusetts. This rebellion of poor farmers and the country's economic problems brought to light the flaws of the government under the Articles of Confederation.

THE CONSTITUTIONAL CONVENTION

May 25, 1787 - The first meeting of the Constitutional Convention. At this meeting, the delegates unanimously elected George Washington to act as president of the convention.

May 29, 1787 - Edmund Randolph introduced the "Virginia Plan." This plan proposed a strong national government to replace the current government under the Articles. This plan was based on many of James Madison's ideas, and suggested the development of a constitution.

June 15, 1787 - William Paterson introduced the "New Jersey Plan." This plan emphasized equality of power for all states, regardless of size and population. The New Jersey Plan proposed fewer changes in the central government than the Virginia Plan.

June 19, 1787 - Delegates voted to reject the New Jersey Plan.

July 16, 1787 - The "Great Compromise" ended the conflict between smaller and larger states with regard to how many votes each should have. This plan provided equal representation in the

AMERICAN HISTORY: Constitution Time Line, by Shawn Colleary

Senate, two votes/state, and proportional representation based on population in the House.

September 8, 1787 - The rough draft of the Constitution was examined by the delegates. Modifications were completed.

September 12, 1787 - The draft of the Constitution was presented to the convention.

September 17, 1787 - Each of the 12 state delegations voted to approve the draft of the Constitution. However, three of the 42 delegates refused to sign it. The convention was adjourned.

POST CONVENTION

September 28, 1787 - Congress asked every state to hold a special ratifying convention, that would either approve or reject the Constitution.

October 27, 1787 - "The Federalist" essays began to appear. Over the next six months, 85 essays were published discussing the merits of the proposed Constitution. These essays were authored by Alexander Hamilton, James Madison, and John Jay.

December 7, 1787 - Delaware was the first state to ratify the Constitution.

July 2, 1788 - Congress recognized officially that nine states had ratified the Constitution, establishing the constitution as the framework for the government of the U. S.

April 1, 1789 - The House of Representatives met for the first time.

April 6, 1789 - The first official meeting of the Senate was held. The Senate counted the ballots cast by presidential electors and declared George Washington president, and John Adams vice-president.

April 30, 1789 - George Washington was inaugurated.

September 25, 1789 - Congress approved 10 amendments to the Constitution initiated by James Madison. The amendments were to protect civil liberties and were sent to the states for ratification. A 3/4 vote was needed for these amendments to be binding.

December 15, 1791 - Virginia was the 11th of the 14 states to ratify the first ten amendments to the constitution. These amendments were called the Bill of Rights.

HEROES FROM THE PAST

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Evaluation

Materials Needed: Drawing paper, filmstrip about famous colonial people

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Introduction: The student will identify important people in American colonial history

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Procedures:

1. Talk about modern heroes and heroines. List examples from many areas such as sports, medicine, and politics.
2. Determine what it is that makes a person stand out as a hero.
3. Are all famous people heroes?
4. Are all heroes famous?
5. Do research to learn about an important patriot or view a filmstrip about a famous colonial person.
6. Why is the person famous? Is he/she a hero?
7. What was it that caused the person to be famous/heroic?
8. Would history be different without that person?

Follow-up activities:

1. Draw a picture of one of the famous American heroes or heroines. Show why after 200 years, that person is important to American children today.
2. Dress in character and give a first person account of his/her life.

FACES, PLACES, NAMES, AND DATES

Grades: Intermediate

Bloom Levels: Comprehension

Materials Needed: (1) 30 index cards divided into 5 sets of 6 cards. Each set includes a card labeled 10, 20, 30, 40, 50, 60. Tape these on a display board under the categories who, what, when, where and why; (2) One copy of handout: "Faces, Places, Names and Dates"

Introduction: The student will use knowledge level information to answer questions about people and events during colonial times

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Rules - (Use class teams of 4-5 students).

1. Roll dice before each round to determine which team goes first.
2. The team may ask for a question in any category and at any point value. The teacher asks the questions from the handout.
3. If the team answers the question correctly, they take down the card with the number of points for the question. These will be totaled at the end of the game.
4. If the team answers incorrectly, the next team may choose to answer the same question or request a different category.
5. The game is over when all questions are answered correctly. The winner is the team with the most points.

FACES, PLACES, NAMES, AND DATES

Adapt questions to meet needs of individual class.

WHERE?

10 = Where was the Constitutional Convention held? Philadelphia
20 = What state was George Washington from? Virginia
30 = Where did Washington spend the bitter winter with his troops during the Revolutionary War? Valley Forge
40 = Where was the first battle of the Revolutionary War fought? Concord
50 = Where was the first capital of the U. S.? Philadelphia
60 = Where did Benjamin Franklin go to ask for aid during the Revolutionary War? France

WHO?

10 = Who said, "Give me liberty or give me death!" Patrick Henry
20 = Who were the redcoats? British troops
30 = Who wrote the Declaration of Independence? Thomas Jefferson
40 = Who is called the "Father of our Country?" Washington
50 = Who was the King of England during the Revolutionary War? King George III
60 = Who is called the "Father of the Constitutions?" Madison

WHAT?

10 = What is a compromise? Both sides give in a little
20 = What did the British do to retaliate after the Boston Tea Party? Closed the port of Boston
30 = What does "No taxation without representation" mean? People should have a say in the taxes they have to pay.
40 = What tax did England place on paper goods such as newspapers, deeds, etc. before the war? Stamp tax
50 = What was written to form a government during the Revolutionary War? Articles of Confederation.
60 = What was the main weakness of the Articles of Confederation? Weak national government with no way to collect taxes, deal with other countries or settle disputes between the states.

WHEN?

10 = When was the Declaration of Independence signed? July 4, 1776
20 = When was the Constitution of the United States signed? September 17, 1787.
30 = When did Washington become President of the U.S.? 1789
40 = When was the Bill of Rights added to the Constitution? 1791
50 = When was the French and Indian war over? 1763
60 = When the British enacted the quartering act, what did that mean to the colonists? They had to house and feed the British soldiers.

WHY?

10 = Why did the colonists throw the tea overboard at the Boston Tea Party? To protest the tax

20 = Why did John Hancock sign his name so large on the Declaration of Independence? He wanted the king to be able to see his name

30 = Why was Sam Adams called the "Father of the Revolution?" He was an agitator who talked about revolution and organized the Sons of Liberty.

40 = Why was the Federal Government unable to collect taxes under the Articles of Confederation? No specific provision was made to collect the taxes. States were to give money, but the government had no power to force them.

50 = Why were the small states concerned about a Congress in which one house was determined by population? They did not want the larger states to have more power.

60 = Why did the British feel they needed to tax the colonists? They needed money to pay the cost of fighting the French and Indian War and maintaining soldiers in the colonies.

STARTING FROM SCRATCH

Grades: Intermediate

Bloom Levels: Comprehension, Analysis

Materials Needed: Resource books

Introduction: The students will become familiar with the weaknesses of the Articles of Confederation. Students will understand why the founding fathers decided to write a new document rather than rewrite the Articles of Confederation.

Research the Articles of Confederation. As a class, list the powers the Federal government had. What provisions were made for collecting money to run the government? Who was the leader? How could rules be amended? What were other weaknesses of this government?

People were afraid the U.S. government was falling apart. Brainstorm ways that the colonists could have saved the government. What were the options? Why did they decide to start over rather than rewrite the Articles of Confederation?

WINDOWS ON THE WORLD

Grades: Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Shoe boxes, supplies to make dioramas

Introduction: The students will read about events in history, and create dioramas to describe the events, and place the dioramas in sequence to form a pictorial look at American History.

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1. Assign to each student or small group, an important event related to American independence.
2. Using available resources, the students will discover the historical significance of this event and important facts about it. They will find out how the event is related to American independence.
3. The students will create a diorama about the event. They will put shutters that close on the dioramas and label the inside and outside with the event and date.
4. The student will make a three minute presentation telling about the diorama.
5. Arrange the dioramas in sequence possibly by fastening them to a wall.

Appropriate subjects include the Boston Tea Party, Sugar Act, Quartering Act, Battle of Lexington, Treaty of Paris, Stamp Act, George Washington elected President, Declaration of Independence, beginning of the French and Indian War, Boston Massacre, Articles of Confederation accepted, First Continental Congress, beginning of Constitutional Convention, signing of the Constitution, ratification of the Constitution.

WHO AM I?

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Handout: "Who Am I?"

Introduction: The students will gain an awareness of the men who created and signed the Constitution.

On slips of paper write the name of the statesmen who signed the Constitution. Have the students select a name at random. Using a 3x5 index card, have each student research their statesman and write several facts on the index cards. Number and display the cards (with the name of the statesman omitted) on a bulletin board with a list of all 39 signers of the Constitution. Give the students a week to do further research to see how many names they can match to the descriptions. At the end of the week, reveal the correct identities.

AMERICAN HISTORY: Who Am I? by Shawn Colleary

WHO AM I?

Below are the signers of the Constitution in the order that they signed the document.

President of the Constitutional Convention
George Washington, 1732-1799

New Hampshire
John Langdon, 1741-1819
Nicholas Gilman, 1755-1814

Massachusetts
Nathaniel Gorham, 1738-1796
Rufus King, 1755-1827

Connecticut
William Samuel Johnson, 1727-1819
Roger Sherman, 1721-1793

New York
Alexander Hamilton, 1757-1804

New Jersey
William Livingston, 1723-1790
David Brearley, 1745-1790
William Paterson, 1745-1806
Jonathan Dayton, 1760-1824

Pennsylvania
Benjamin Franklin, 1706-1790
Thomas Mifflin, 1744-1800
Robert Morris, 1734-1806
George Clymer, 1739-1813
Thomas FitzSimons, 1741-1811

3) Humanities

HUMANITIES: TABLE OF CONTENTS

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HUMANITIES INTRODUCTION

The study of history is far more than the examination of events. It is reaching back to distill the essence of a time, a place, and a people. Only in doing this can a "moment in time" come alive for the students of today.

Humanities is this integrated study of culture: a discipline encompassing what we speak of as history, literature and the arts.

When students understand the daily life and modes of thought which shaped our founding fathers, the "moment in time" in which the Constitution was written comes alive for them. Most important, through the humanities, the ideas expressed in this great document which has served as a beacon to countries around the world, will become an indelible guide for the citizens of our future.

HUMANITIES: Introduction, by Bev Trefny

NEW ENGLAND LIFE

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Arts and crafts materials, milk cartons, large piece of cardboard

Introduction: Students will begin to understand the set up and workings of a colonial village.

Many of the colonists grouped their homes and farms together to form small communities. They did this for protection, trading goods and to help each other. Most villages included a church, blacksmith shop, meetinghouse, general store, saw mill, tavern, school house and inn. There were also private homes, businesses and farms.

Using the large piece of cardboard as a base, and the milk cartons as a beginning of a building (glue construction paper on the sides, or paint), have the students create together their own New England community. Have the students determine who will create each building, the buildings' locations, geographical locations of rivers, roads, etc.

YOU'RE SUCH A SQUARE

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Handout: "Background: Colonial Architecture"; pictures of colonial buildings; pre-cut shapes of trapezoids, triangles, squares, circles, and rectangles in assorted sizes; glue, paper, and scissors

Introduction: The students will gain an appreciation for the use of shape in colonial architecture.

Show the students several pictures of colonial buildings. Ask if they see any simple geometric shapes in the building. After a few responses, draw a geometric chalk sketch of one of the buildings on the chalkboard. Discuss any similarities and/or differences in the shapes used in each building. Have the students "build" or create their own colonial building by using the cut shapes. Share with the group.

BACKGROUND: COLONIAL ARCHITECTURE

Colonial architecture reflected the state of mind of the settlers: hardworking, simple people with a tradition of craftsmanship.

Simple frame houses comprised the first buildings. By the 18th Century, colonial architects had modified English architecture and developed a distinctly American style.

Most buildings came to be made of wood due to a shortage of the stone and lime necessary for bricks.

The simplicity of design was imposed both by the materials and by the severe puritanical taste of many of the settlers.

BEN FRANKLIN'S SAYINGS

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Handout: "Ben Franklin's Sayings"

Introduction: Among other things Ben Franklin was famous for writing down words of wisdom. In French they are called "bon mots." Many of these sayings were written by him in Poor Richard's Almanac.

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1. Distribute the handout: "Ben Franklin's Sayings" to students. (For non-readers, do this activity aloud in a group.)
2. Interpret the meaning of these bon mots and have group discussion.
3. Synthesize the meaning of each saying into modern language.
4. Choose your favorite saying and illustrate it in poster form.
5. Play charades using these sayings.
6. Write your own "bon mots."
7. Make a calendar, booklet, or greeting card utilizing the "bon mots" of your choice.

HUMANITIES: Ben Franklin's Sayings, by Bev Trefny

BEN FRANKLIN'S SAYINGS

With the old Almenack and the old Year, leave thy old Vices, tho' ever so dear.
Fish and visitors stink after three days.
How few there are who have courage enough to own their Faults, or resolution enough to mend them.
The worst wheel of the carriage makes the most noise.
Well done is better than well said.
Who has deceived thee so oft as thyself?
No better relation than a prudent and faithful friend.
An honest Man will receive neither Money nor Praise that is not his due.
Content makes poor Men rich; Discontent makes rich Men poor.
If your head is wax, don't walk in the Sun.
Genius without Education is like Silver in the Mine.
Doing an injury puts you below your enemy; Revenging one makes you but even with him; Forgiving it sets you above him.
If you would have Guests merry with cheer, be so yourself, or so at least appear.
He that would live in peace and at ease, must not speak all he knows, nor judge all he sees.
Be slow in choosing a Friend, slower in changing.
Industry pays Debts, Despair increases them.
There is much difference between imitating a good man, and counterfeiting him.
Wealth is not his that has it, but his that enjoys it.
Tis easy to see, hard to foresee.
He that hath a Trade, hath an Estate.
Early to bed and early to rise makes a man healthy, wealthy, and wise.
There are lazy minds as well as lazy bodies.
Wish not so much to live long, as to live well.
Tart words make no friends: a spoonful of honey will catch more flies than a gallon of vinegar.
Little strokes fell great oaks.
No gains without pains.
A true friend is the best possession.

HUMANITIES: Ben Franklin's Sayings, by Bev Trefny

At 20 years of age the will reigns; at 30 the wit; at 40 the judgment.

Beware of little Expenses: A small leak will sink a great Ship.

If Passion drives, let Reason hold the reins.

To err is human, to repent divine, to persist devilish.

Eat to live, and not live to eat.

He that won't be counsell'd, can't be helped.

What is serving God? 'Tis doing good to Man.

A slip of the foot you may soon recover, but a slip of the tongue you may never get over.

You may delay, but Time will not.

Have you somewhat to do tomorrow, do it today.

He that cannot obey, cannot command.

Teach your child to hold his tongue, he'll learn fast enough to speak.

Haste makes waste.

Diligence is the mother of good luck.

Don't throw stones at your neighbors if your own windows are glass.

Forewarned, forearmed.

God helps them that help themselves.

Tis easier to suppress the first desire than to satisfy all that follow it.

For want of a nail the shoe is lost; For want of a shoe the horse is lost; For want of a horse the rider is lost.

Tis easier to prevent bad habits than to break them.

Dost thou love Life? Then do not squander Time; for that's the stuff that life is made of.

BON MOTS & SLOGANS FROM 18TH CENTURY AMERICA

Grades: Primary or Intermediate

Bloom Levels: Synthesis

Materials Needed: Pencil and paper

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1. Find the source for the following bon mots or slogans:
    a. "The British are coming! The British are coming!"
    b. "It is a far better thing I do than I have ever done. It is a far, far better rest that I go to than I have ever known."
    c. "It was the best of times. It was the worst of times."
    d. "Give me your tired, your poor . . . "
    e. "Give me liberty or give me death."
    f. "Liberte, egalite, fraternite."
    g. "L'etat c'est moi."
    h. "Apres moi, le deluge."
    i. "Let them eat cake!"
    j. "I only regret that I have one life to give to my country."
    k. "Cultivate your garden."
2. Explain the context and the personality out of which the phrase grew.
3. Create your own bon mot/slogan, explaining its rationale.
4. During your studies, whenever you find a new 18th Century bon mot or slogan add it to the list.
5. Write a new story, with new personalities and a new context to go with your favorite bon mot/slogan.
6. Spin a yarn around your own original bon mot/slogan.
7. Pick five people you know (parents, sibling, teacher, etc.) and create a bon mot/slogan that uniquely fits their personalities.
8. Discuss: Why are bon mots and slogans so powerful that they often become part of our social fabric and cultural heritage? Why do you think "Let them eat cake" is more memorable than "I am not a crook?" What do they have in common?

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CALLIGRAPHY

Grades: Primary or Intermediate

Bloom Levels: Application

Materials Needed: Book about calligraphy

1. Make 18th Century style stationery for your class using calligraphy.
2. Make 18th Century style calligraphed greeting cards.
3. Write your initials in 18th Century calligraphy.
4. Make an 18th Century calligraphic monogram.
5. Use 18th Century calligraphy to create a headline for a classroom publication.
6. Have the class put out a one page paper using everyone's 18th Century calligraphy.
7. Calligraph, in 18th Century style, your favorite poem or song.
8. Copy part of a famous 18th Century document in calligraphy.
9. Make an 18th Century calligraphy scrapbook.
10. Make a calligraphic placemat, banner, poster, or coaster.
11. Write an 18th Century calligraphy book.
12. Design a game board using 18th Century style calligraphy.
13. Create your own calligraphy style.
14. Make 18th Century calling cards.
15. Make 18th Century calligraphy murals.
16. Make a chart of the history of calligraphy showing different styles. Highlight the 18th Century calligraphy on your chart.

HUMANITIES: Calligraphy, by Bev Trefny

COLONIAL CRAFTSMEN

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handouts: "Background: Colonial Craftsmen" and "Background: Village Craftsmen"; reference books and art supplies

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1. Pick a craft. Read about it. Make a report on it.
2. Application: Make a model, poster, miniature, diorama, stitchery, illustration, cartoon, puzzle, sculpture, construction, painting, or sketch similar to the craft you were studying.
3. Analysis: Analyze how craftsmen did their job in ways that are primitive compared to today. List the ways.
4. Synthesis: Compare/contrast how a craft from the 18th century is done today.
5. Learn about crafts in general. Make a class chart telling what each craft is. Culminating activity - a matching test.
6. Analysis: Make a commercial to advertise the craft you have made.
7. Synthesis: create your own craft. Improve on 18th century methods by today's knowledge in making the craft.
8. Pretend you are an 18th century craftsman. How would you dress?
9. Write a poem, play, song, or story about a chosen craft.
10. Evaluation: Make a game of your chosen craft.
11. Write a letter of recommendation for a person in your class to become an apprentice craftsman. State his/her qualifications.
12. Select which crafts are most unchanged today. Explain why.
13. Is your craft done today? If so, how has it changed? If not, why not?

BACKGROUND: COLONIAL CRAFTSMEN

Before the 18th Century craftsmen who had special skills necessary for the survival of the colony were needed.

As time went on they came to be looked upon as artisans. The blacksmith forged everything from weapons to horseshoes. Leather workers tanned hides. Milliners made hats and perukemakers created wigs. Coopers made barrels without glue or nails. Printers produced books and newspapers. Potters provided practical items. Millers ground grain. Foundrymen smelted metals from ore and created brass castings for gunsmiths.

The 18th Century saw a shortage of village craftsmen. Thus, any man of ability could pursue a trade. Children were often apprenticed out to learn their trades. In return for learning their tasks, the students received a secular and religious education. Room and board were sometimes provided. After an apprenticeship of 4 or 5 years the student would become a journeyman, able to pursue his trade.

After the American Revolution nationalistic spirit, economic sophistication, and new labor saving inventions encouraged mass-production methods and greater profit taking. The Industrial Revolution was the death knell to the individual craftsman working alone.

BACKGROUND: VILLAGE CRAFTSMEN

BLACKSMITH: He took pig iron and bar iron, heated it and made it into many things. Iron tools, weapons, cooking utensils, horseshoes, and padlocks were a few of those things. As time went on men began to specialize. They became locksmiths, cutlers (knife and blade makers), farriers (horseshoers), and gunsmiths.

CARPENTERS: They were the wood workers. During early colonial times they did everything from the felling of trees to the actual furniture building. As need demanded they, too, became more specialized. Wood turning, coffin-making, carving, cabinetmaking, picture-framing, wagon-making and house-building were the specialized forms of carpentry.

HATTERS: This craftsman made all the hats. Their best hats were made from beaver fur. They shaved the hair from the pelts (skin), boiled it in acid, then beat it to create felt. Next it was planked (cut to size). Wooden blocks were used to shape the felt.

PRINTERS: Printers took letters (cast type) put them into words and covered them with ink. Next, paper was placed on the ink covered type and pressed. The printer printed newspapers, business papers, legal forms, handbills, and in some towns he also served as the postmaster.

POTTERS: Potters dug their own clay. It was then cleaned and readied. As it became workable, it was molded. It was then air dried until there were enough pieces for a firing. Glaze was put on the molded clay to make it stronger and leak proof. A potter made dishes, cups, pitchers, and vases.

SHIPBUILDERS: These were men of many trades. They had to be architects, blacksmiths, and carpenters. They did everything from framing to finishing. From the Blacksmith, shipbuilders got nails and tools. But, when a smithie wasn't available the shipbuilder made his own nails out of wood.

SHOEMAKER: Shoemakers were also called cordwainers. They took the leather from the tanner and made it into shoes and boots. They formed the leather around a last (wooden form) then hammered, glued and sewed the shoe all together.

SILVERSMITH: The silversmith hammered heated silver into many different household items. He made bowls, plates, and utensils. The very rich were afraid of being robbed. They took their silver to the silversmith to have it made into household goods. The goods were then marked with the initials of the owner. If stolen, the silver pieces could be identified unlike coins which could not be marked.

TANNER: The tanner took the hides of animals and made them into leather. The process was very involved. It took many months to cure one hide.

WIGMAKER: The wigmaker made the wigs people wore. The most expensive were made of human hair. Cheaper wigs were made from horse hair, cow tails, and various threads. The hair was cleaned, combed, and attached to the wig base. It was then styled. Wigmakers also had other jobs. They cut hair, gave shaves, pulled teeth, and drew blood.

Rather than practicing one craft, the next craftsman had a working knowledge of many crafts.

HOMEMAKER: The homemaker was in charge of more than the cleaning and cooking for a family. She also made the candles for light. These candles were made from the tallow (animal fat) of sheep, oxen, bear, and deer. Occasionally they were made from beeswax or bayberry. Hemp was used for the wick. Candles were either dipped or molded. In order to do laundry or take baths the homemaker had to make her own soap from lye and grease. She also had to make brooms for sweeping. Some were made of hemlock tied together on a handle. The homemaker also made cider, churned butter, and carried out the details of everyday living.

TOOLS OF COLONIAL CRAFTSMEN

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Handouts: "Tools of Colonial Craftsmen"

Introduction: To better understand the lives of men and women during colonial times, we need to understand the work that they did. This lesson will introduce students to pictures of common tools used by colonial craftsmen.

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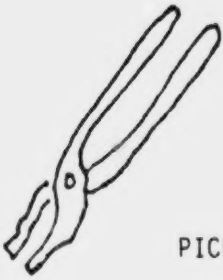
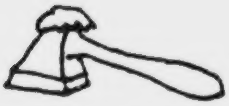
1. Distribute handout "Tools of Colonial Craftsmen."
2. Have students imagine how each tool was used and for what purpose.
3. Have students do research to determine what modern day tools have replaced those of colonial times.
4. Have any tools stayed the same?
5. Have students draw pictures, make dioramas, produce plays or write stories that include craftsmen using their tools.

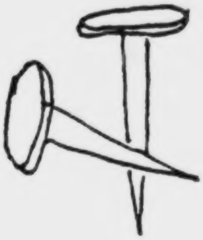
HUMANITIES: Tools of Colonial Craftsmen, by Bev Trefny

TOOLS OF COLONIAL CRAFTSMEN
BLACKSMITH TOOLS



PICK UP TONGS





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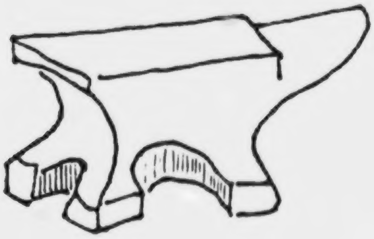

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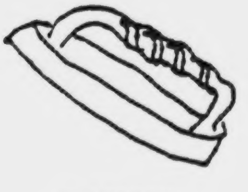

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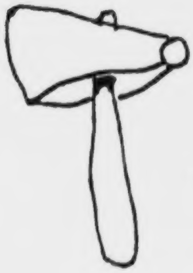
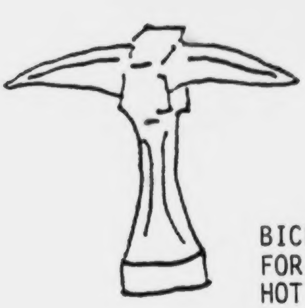
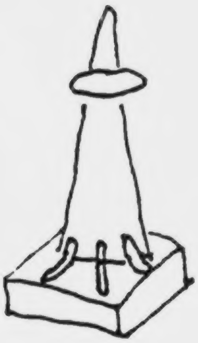


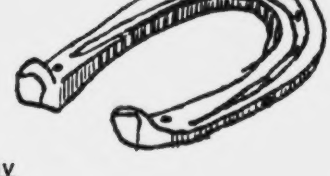
HOT SET



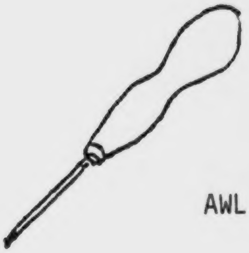
BICKERN
FOR SHAPING
HOT IRON



CONE
MANDREL FOR
MAKING RINGS



TOOLS OF COLONIAL CRAFTSMEN
CARPENTER TOOLS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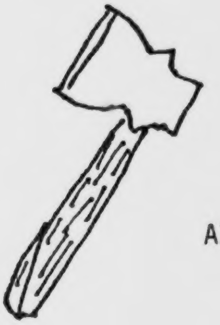
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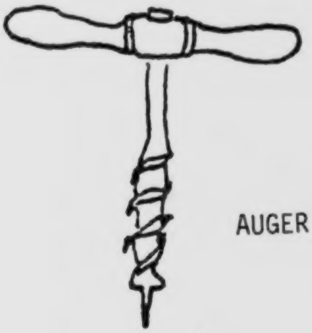
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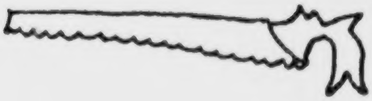
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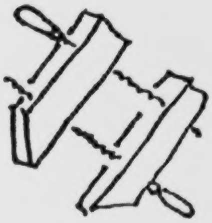
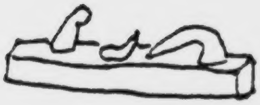
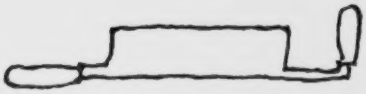
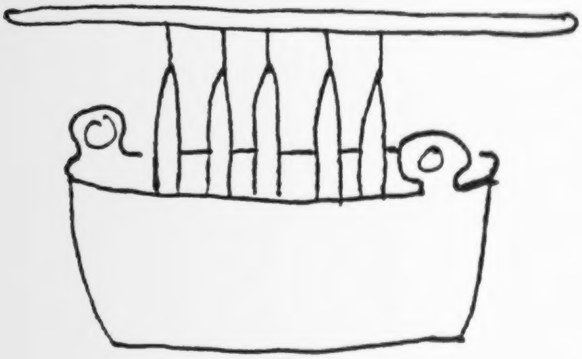

CLAMP

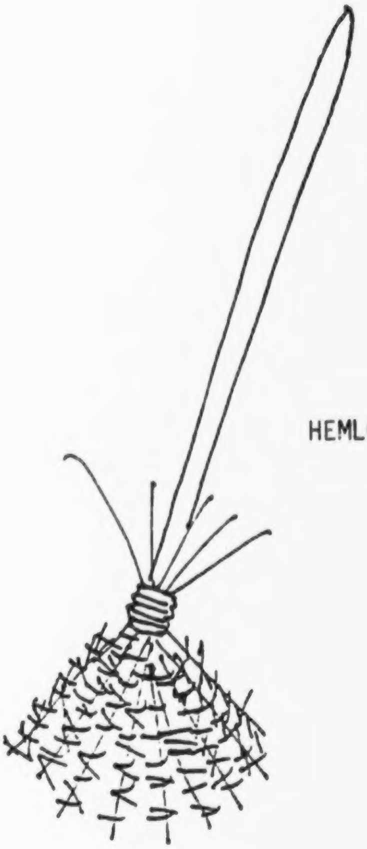

PLANE


CHAMFER KNIFE

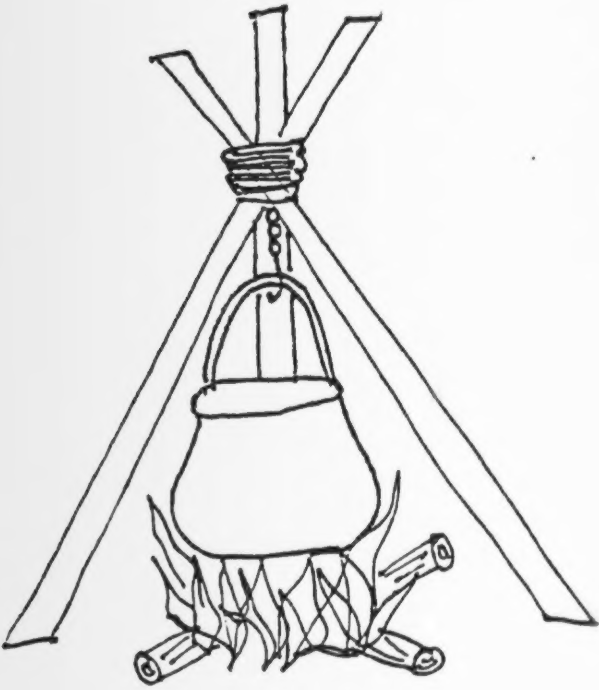
TOOLS OF COLONIAL CRAFTSMEN
HOMEMAKER TOOLS



DIPPING CANDLES

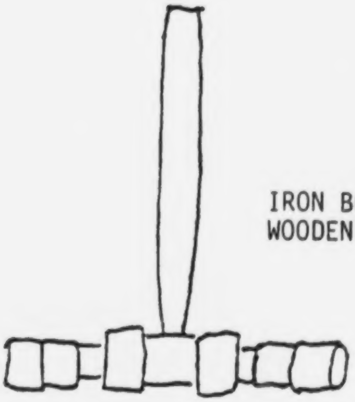


HEMLOCK BROOM

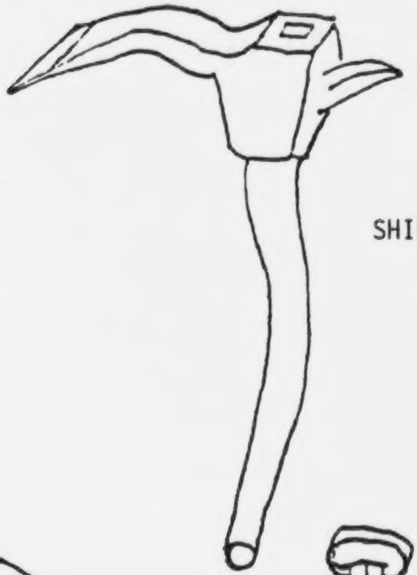


SOAP MAKING

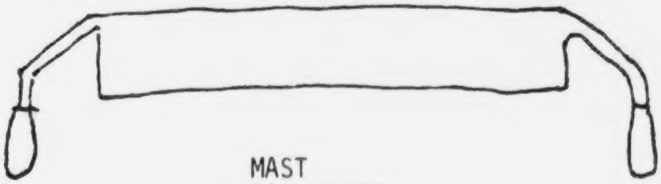
TOOLS OF COLONIAL CRAFTSMEN
SHIPBUILDER TOOLS



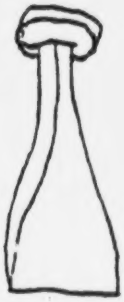
IRON BOUND
WOODEN MALLET



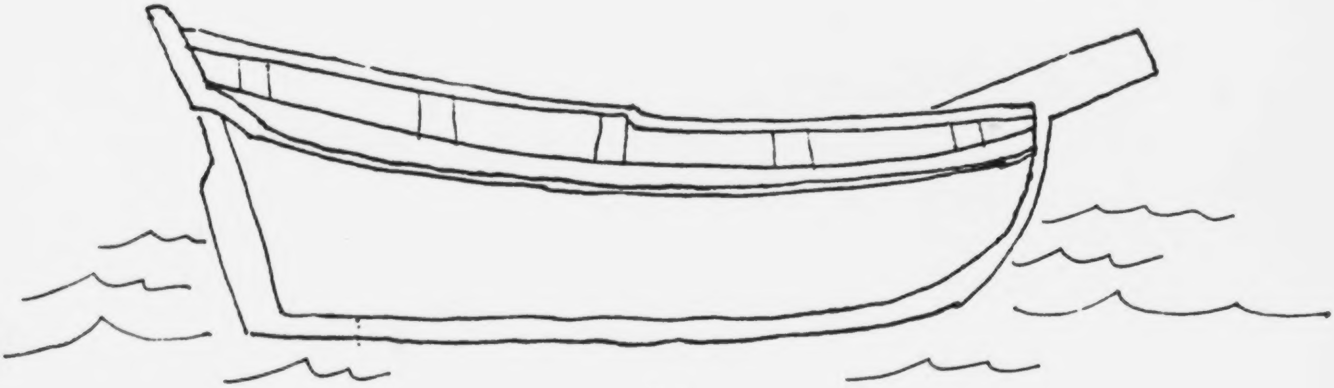
SHIP CARPENTERS
ADZE



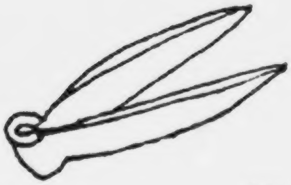
MAST
DRAWKNIFE



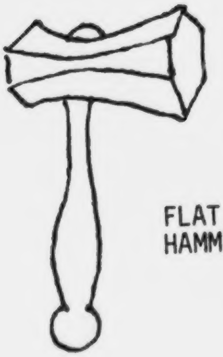
CAULKING
IRON



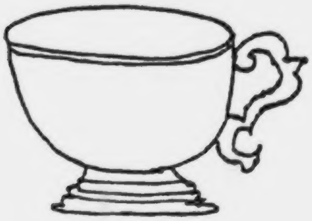
TOOLS OF COLONIAL CRAFTSMEN
SILVERSMITH TOOLS



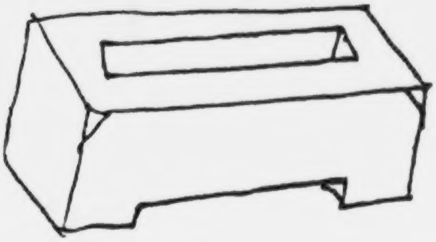
CALIPERS



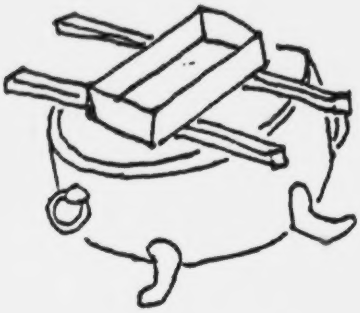
FLATING HAMMER



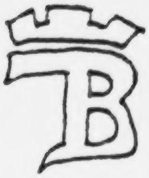
CUP



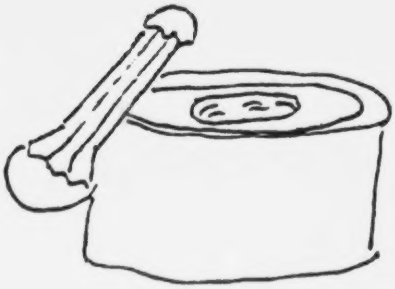
CRUCIBLE



BRAZIER



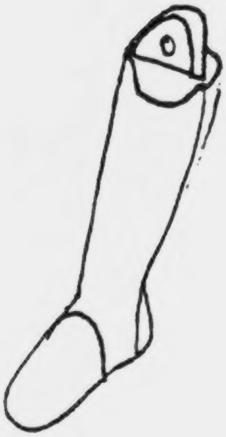
TOUCH MARK BESLEY



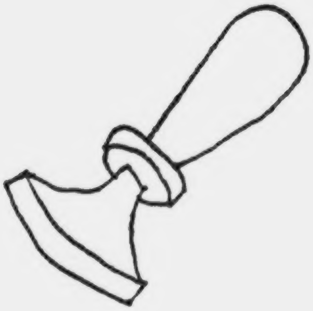
SPOON DIE

60

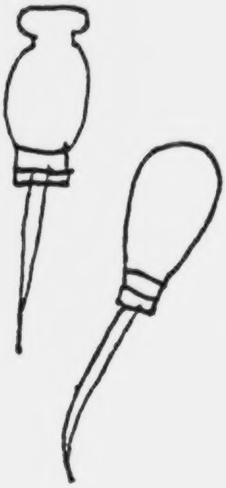
TOOLS OF COLONIAL CRAFTSMEN
SHOEMAKER TOOLS



BOOT
LAST
(FORM)



BURNISHER



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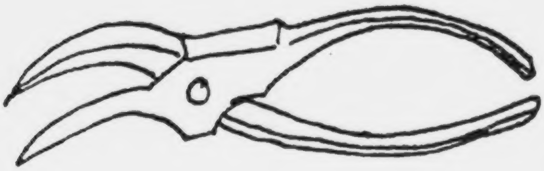
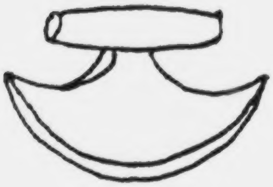
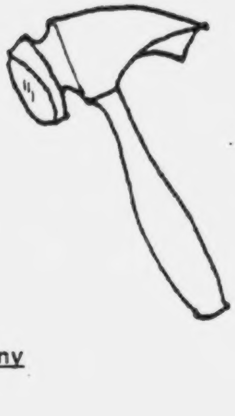


STRETCHER
PLIER



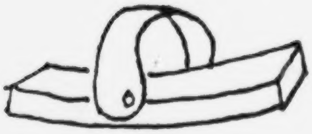
SOLE KNIFE



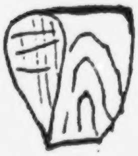
HAMMER

61

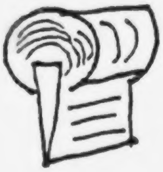
TOOLS OF COLONIAL CRAFTSMEN
TANNER TOOLS



BUFFER



SLEEKER



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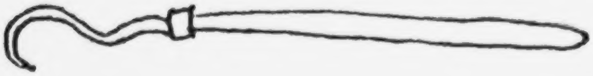
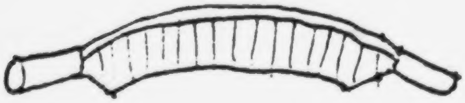
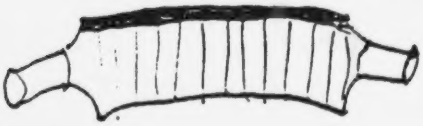


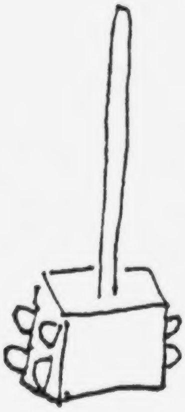
VAT HOOK



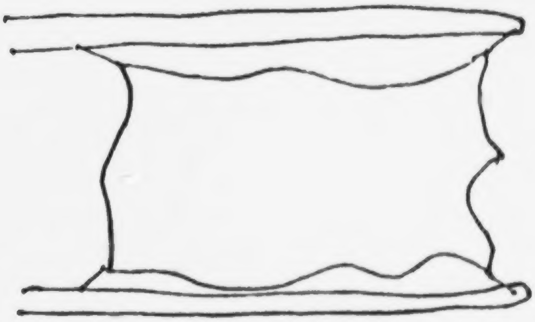
UNHAIRING KNIFE



FLESHING KNIFE



MALL



STRETCHER

62

COLONIAL SCHOOLS

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Background: Colonial Schools," picture references of Early American schools

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Introduction: Learning about the differences between schools in colonial times and public education today should assist children in understanding the past.

Read the handout, "Background: Colonial Schools." Discuss the differences between schools today and schools of colonial times.

Are there any similarities? Are there any things about colonial schools that you would prefer? Why?

Pretend you are living in the 1700s. Simulate an entire school day. Allow children to dress, eat, play and work as they would have during colonial times.

Have children keep a diary while pretending that they are going to a colonial school. Have them keep a diary of their imaginary experiences.

HUMANITIES: Colonial Schools, by Bev Trefny

BACKGROUND: COLONIAL SCHOOLS

Before the Revolutionary War, the colonies offered widely varied types of schooling. In Pennsylvania and New York, every church operated its own schools. Independent schools, such as Benjamin Franklin's Academy set up in the 1750s, flourished.

In the southern colonies the wealthy families frequently hired their own teachers and operated private schools, often for upper class white boys only.

Elementary school age children learned to read and write. They were taught arithmetic. Religion was an important underlying motive for education.

An intriguing array of punishments were meted out to disobedient students. Wooden whispering sticks in your mouth proclaimed that you talked too much. Small slit branches could be worn on the nose of a naughty child for an hour or more. The inattentive might wear cards around their neck proclaiming them an "idle boy." Dunce caps were common.

18TH CENTURY PAPER DOLLS

Grades: Primary or Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Handouts: "Background: Costumes of the 18th Century" and "Paper Dolls #1-#6; picture reference books of clothing of the 18th Century

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Introduction: The costumes of Early American History were influenced by fashions from various European countries. Colonial dress became more functional than the clothing of aristocratic men and women. The following paper doll activities will enable children to compare the differences in fashionable clothing from the 18th Century to today.

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1. Using the Paper Doll Handouts, children can dress their paper dolls in different fashions.
2. Have them try to identify clothing from reference books.
3. Using the paper dolls as characters have students produce puppet shows or plays.
4. Discuss which kind of clothing students prefer and why.

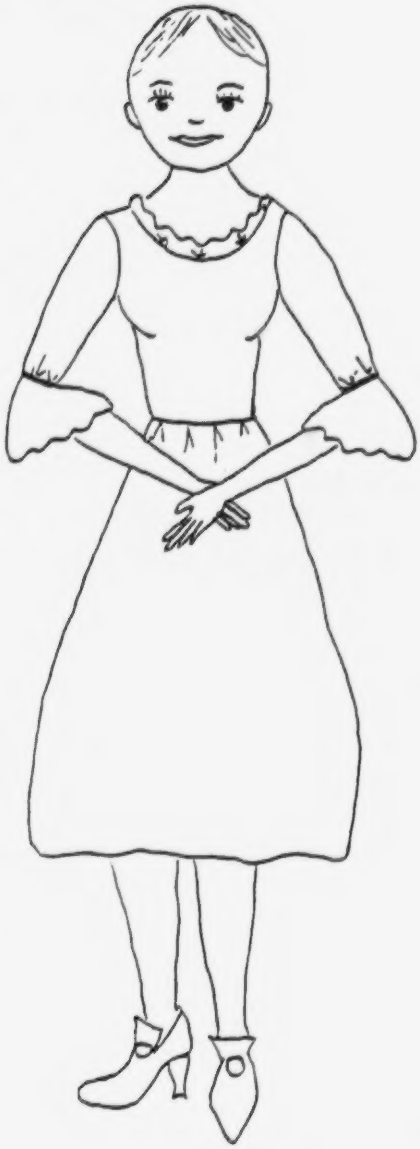
HUMANITIES: 18th Century Paper Dolls, by Bev Trefny

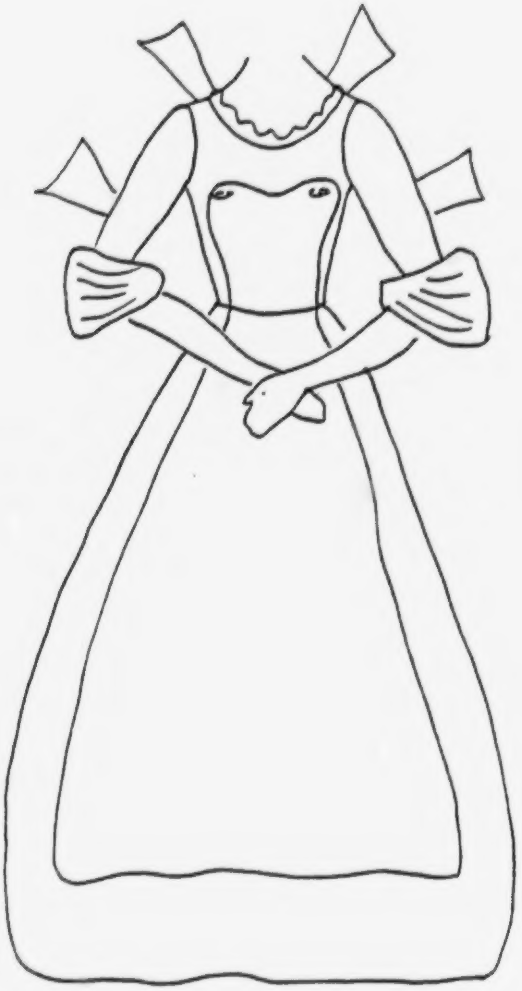
BACKGROUND: COSTUMES

During the 18th Century as a whole, England and France were the European powers which most influenced the American colonists in terms of culture and fashion.

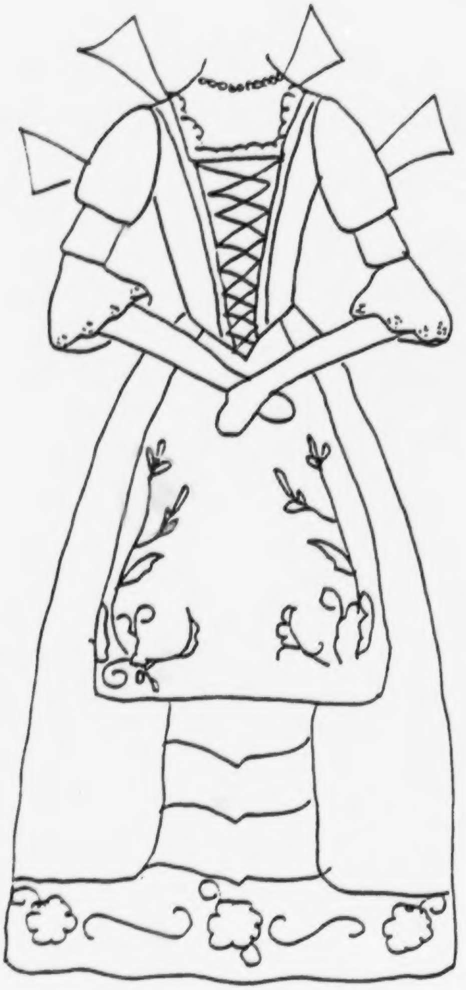
A move toward egalitarianism in dress began during this time. Although the fabrics and ornamentation on clothes was determined by the wealth of the wearer, the actual styles worn by the rich and poor were similar.

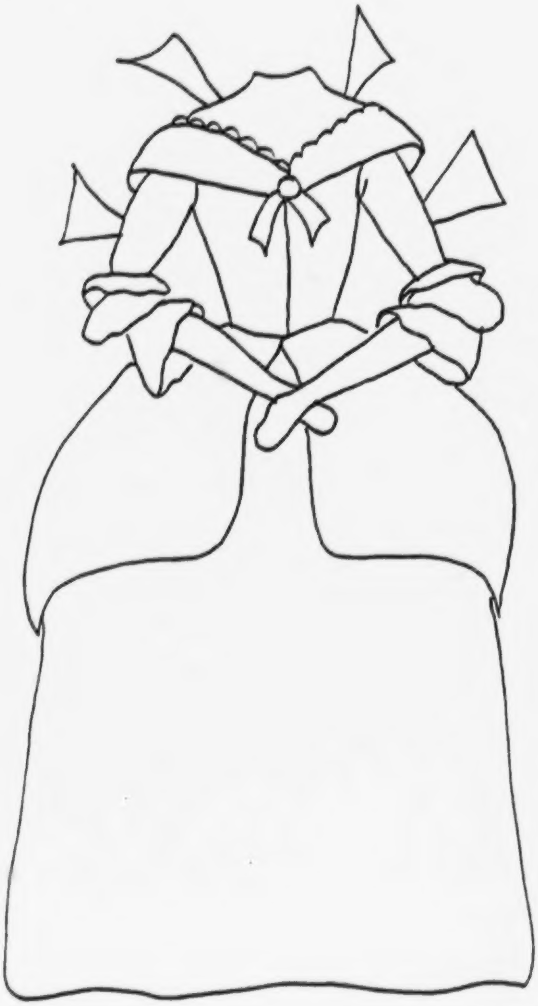
The position of women in society gradually changed to one of far greater influence throughout the 18th Century. As a result fashion reflected a shift from men wearing the most elaborate, elegant attire to women becoming the more splendidly dressed sex. As years went on men's fashion became increasingly more severe with darker and duller fabrics.

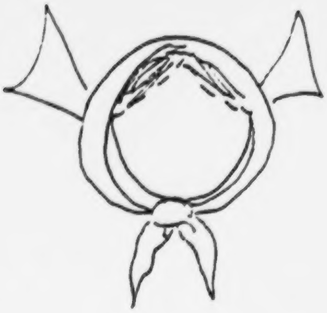


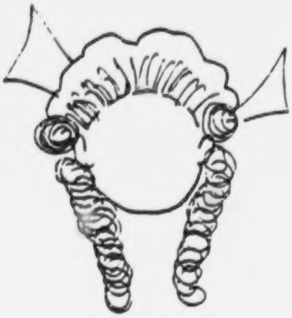


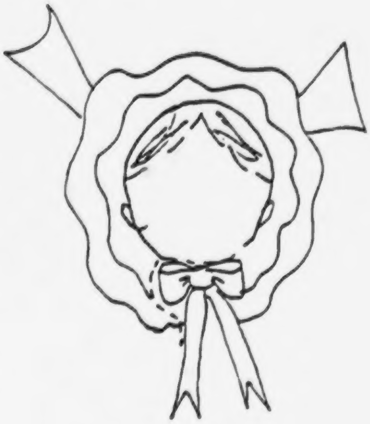
HUMANITIES: 18th Century Paper Dolls, by Bev Trefny

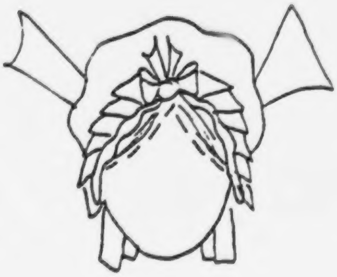


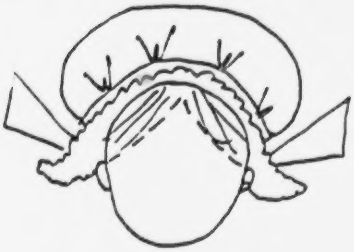


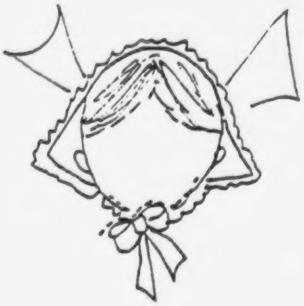


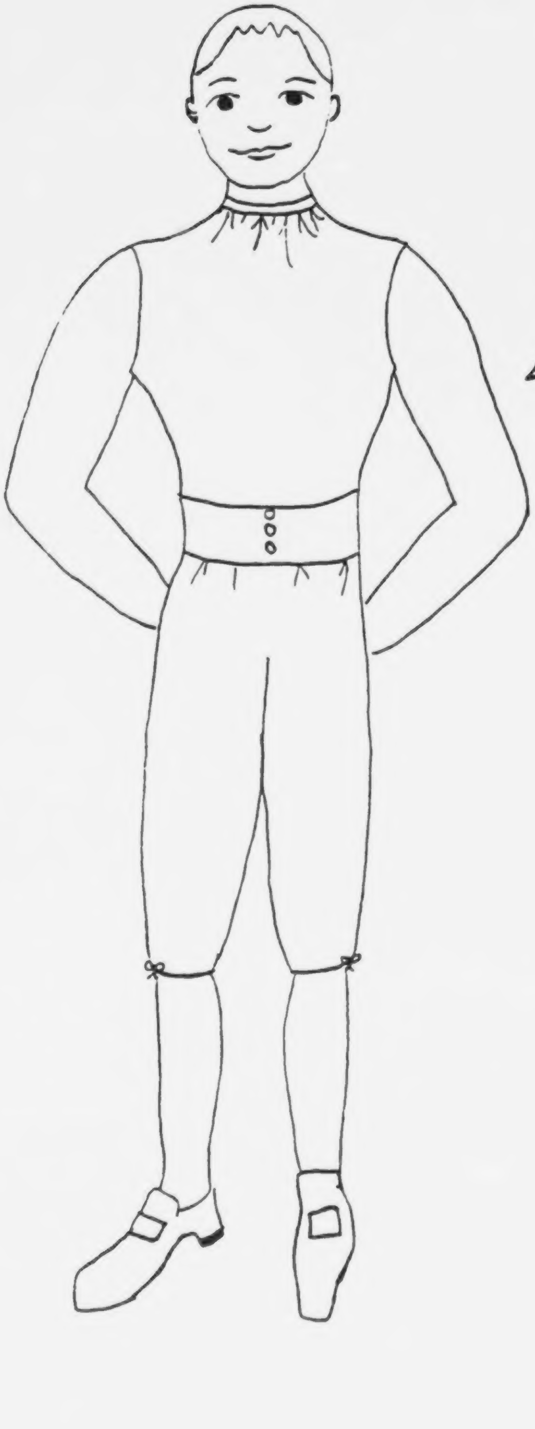


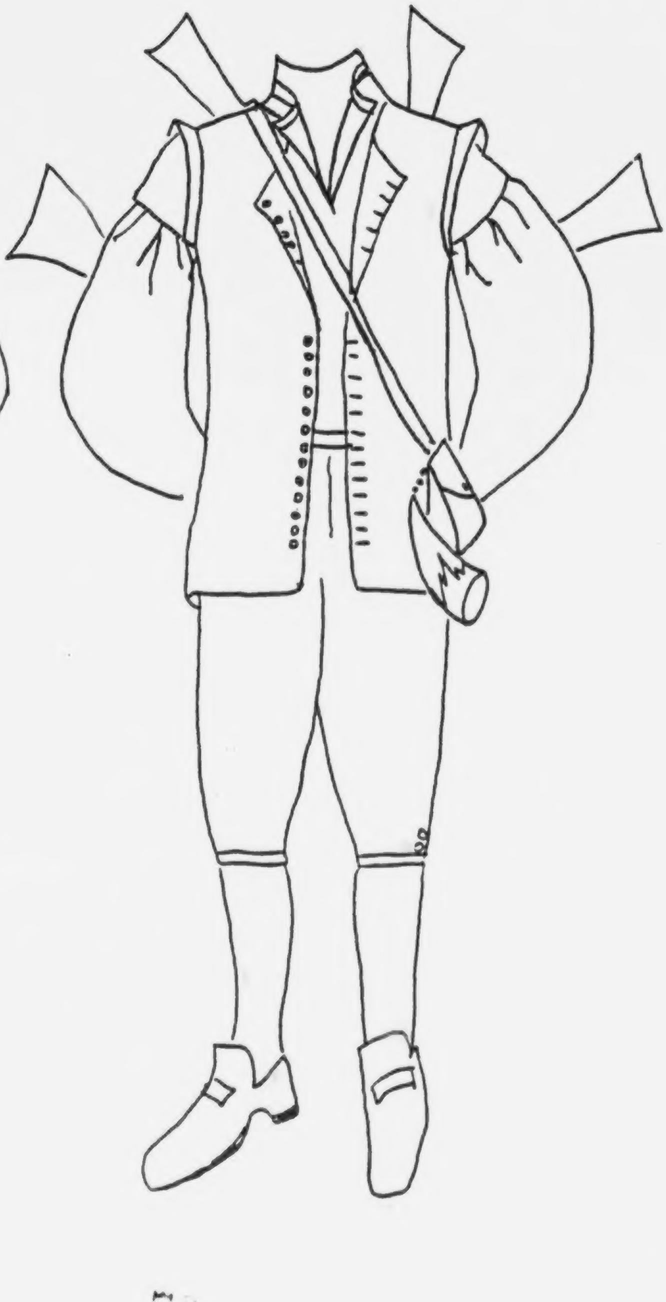


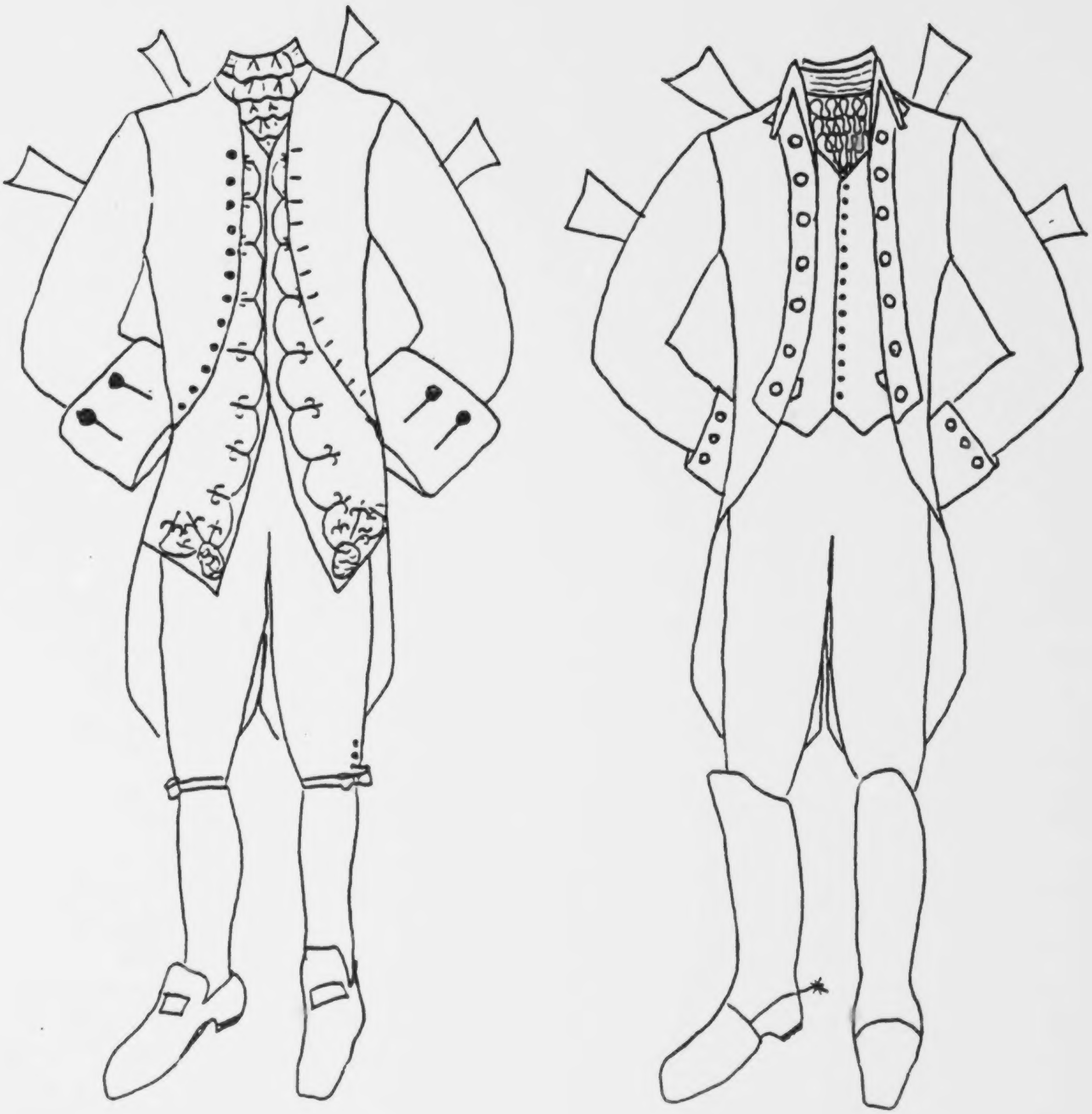


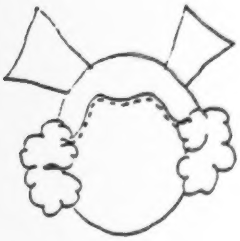


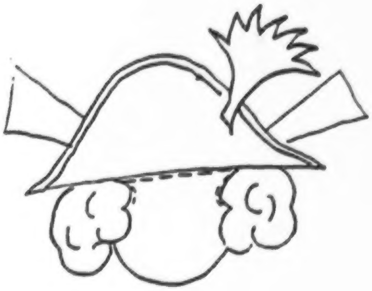


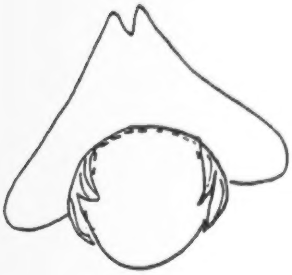


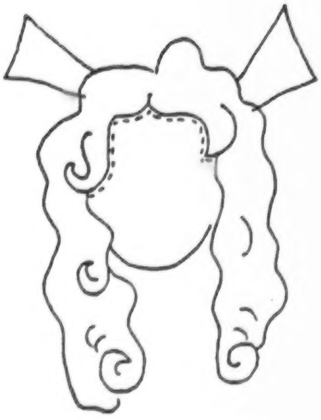


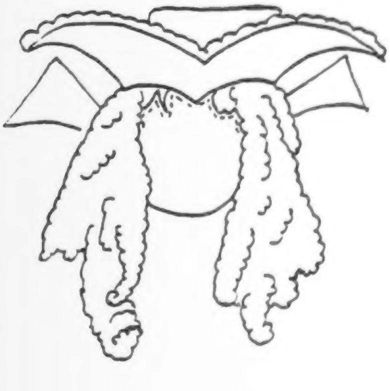












COSTUMES OF 18TH CENTURY AMERICA

Grades: Primary or Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Drawing materials, reference/resource books

In colonial times what you wore limited what you could do.

1. Why did colonial people dress alike and according to different settings?
   a. In town
   b. In the street
   c. On the farm
   d. Other
2. Did people in similar occupations look alike in colonial times? Do they now? How or how not?
3. Suppose you had to wear a colonial costume for a week in the 20th Century. How would you have to refine it to function?
4. Would/could 18th Century fashion have included logos such as alligators and polo ponies? Why or why not? What might such logos have looked like?
5. We know that in colonial times, adults dressed their children as mini-adults. Why today, does it seem like adults dress as maxi-children?
6. Write up a society page report about an 18th Century American social event describing the costumes and personalities.
7. Write a commercial to advertise a costume of your choice from those times:
   a. For an 18th Century audience
   b. For a 20th Century consumer
8. Using 18th Century dress, write and videotape:
   a. A story acted out in pantomime
   b. A play
   c. A puppet show
9. Write a letter to your tailor, assuming the role of an 18th Century person. Select an 18th Century character such as (craftsman, Indian, statesman, politician, woman, or child). Describe wardrobe needs, fabrics, and accessories. In planning your letter, think about how fashion trends were set without the benefit of advertising or commercialism as we know it today.
10. Draw a cartoon for display, using 18th Century fashions. Make a collection of your cartoon drawings for a book.
11. Draw a picture. Make a scrapbook of your pictures.
12. Construct a diorama of your favorite character(s) dressed in 18th Century clothing.
13. Create your own paper doll collection of dolls dressed in 18th Century clothes.
14. Draw a complete wardrobe for your favorite 18th Century character. Draw a wardrobe for that character, pretending he/she lived in the 20th Century.
15. Make a fashion portfolio of accessories (shoes, hats, jewelry, etc.) that existed in the 18th Century.

HUMANITIES: Costumes of 18th Century America, by Bev Trefny

FOOD - 18TH CENTURY GASTRONOMY IN AMERICA

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Paper, pencil, References on 18th Century food

1. Make an ad for your favorite food or restaurant, using an 18th Century scene.
2. Pick your favorite food. Could it have been made in the 18th Century? How? Why or why not?
3. Make a cookbook. Have each student contribute a recipe from foodstuff available in the 18th Century.
4. Count the calories and list the nutritional value of a meal that might have been served in the 18th Century.
5. Compare/contrast a typical meal that could have been served to a king versus a peasant during the 18th Century.
6. Create your own recipe using 18th Century ingredients.
7. Make an 18th Century meal in your class:
    a. typical of wealthy people
    b. typical of commoners

HEROES

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Resource books on early American history; art supplies for 2c and 2d only

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1. Discuss what made someone a hero/heroine from Early American History.
2. Pick someone you consider a hero/heroine from Early American History and research him/her.
   a. Why did you pick him/her?
   b. Prepare an oral report.
   c. Make a poster for him/her.
   d. Do a playlet, diorama or other activity of your choice.

TRANSPORTATION IN EARLY AMERICA

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Paper, pencil, standard library references

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1. Imagine yourself an 18th Century traveler in America. Write a diary of your adventures.
2. Research 18th Century travel attire for women, men, and children.
3. Describe the recreational and commercial reasons for 18th Century travel.
4. What were the 18th Century inns like?
5. How did people get food in transit in the 18th Century?
6. Draw a travel scene from the 18th Century.

WHAT'S COOKING

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed: 2 cups milk, 1 cup cornmeal, 1 cup flour, 1/2 teaspoon salt, 4 Tablespoons honey, 2 eggs

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Introduction: The students will gain a better appreciation of the work and effort that goes into preparing foods, as the colonists did.

Many early American homes had big stone fireplaces that were the center of many activities. Most colonists provided all of their own food through farms, gardens, and livestock. Colonists experimented with many new and delicious ways of preparing foods available to them. One type of food common to the colonists, was the Johnnycake. Johnnycakes are a biscuit-type of cake that became popular because it was a good food for traveling. There are many variations to the recipe that have been handed down. Hopefully, this is one you will enjoy greatly.

Using the ingredients listed above, heat the milk until bubbles form around the pot. Add all the dry ingredients and mix. Add honey and eggs. Mix well. Pour the mixture into an oiled pyrex dish. Bake at 350 degrees until your Johnnycake is golden brown.

HUMANITIES: What's Cooking, by Shawn Colleary

WIGS

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Background: Wigs"; art materials including cotton balls, and picture reference books

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Introduction: Wigs are perhaps the most fascinating aspect of 18th Century dress. Students will enjoy learning more about this fashionable attire while making wigs to wear during the Constitution celebration.

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1. Read the handout on wigs to the class and discuss the fashion of the times.
2. Discuss the notion of fashions or trends and relate them to today.
3. Ask, "Are there any current trends in fashion?" "Does everyone approve?" "How do most people react to 'punk' hairdos?"
4. Have students interview their parents (or anyone of a different generation) to learn about the trends of that time.
5. Have students predict future trends in fashion.

BACKGROUND: WIGS

King Louis XIII of France ushered in the golden age of wigs in the 18th Century. The practice soon spread to England and the colonies.

Wigs were often extremely elaborate, sometimes being set in place over a network of wires. Once in a designated style, a wig was rarely taken down. After a few months, wig owners often found mice, fleas and other living creatures nesting inside their headpieces.

Wigs were for fashion in the colonies. For everyday use, a man chose his favorite color. The most popular were brown, blond, black, grizzle or mixed black and white.

The powdered wig was for formal occasions. Since the powder was made of flour mixed with cornstarch, repowdering was often required in the course of an evening. The small rooms or closets designated for this activity came to be called powder rooms.

Few colonial ladies wore wigs. Most dressed their own hair.

WOMEN IN THE 18TH CENTURY

Grades: Primary or Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Background: Women of Colonial Times" Resource books which include pictures and descriptions of women of 18th Century America

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1. Discuss the role of 18th Century women in:
   a. Colonial life in America
   b. Political life in America
2. Compare/contrast a middle class 18th Century woman with one of today:
   a. Daily life
   b. Education
   c. Career
   d. Homemaking
   e. Social life
   f. Political life
3. Debate the merits of living during the 18th Century and during the 20th Century.
4. Pretend you are a 20th Century woman transported in a time machine to the 18th Century.
   a. Could you adjust?
   b. What would be different?
   c. If you were arrested and put on trial, what would the charges be? How would you answer them?
5. Extension Activity: Research a famous woman from the 18th Century covering each of the above questions.
6. Draw pictures of women for different social classes and countries in the 18th Century.
7. Write a story celebrating 18th Century women.
8. Write an editorial about 18th Century women's rights.
9. Write and act out a play depicting different women of the 18th Century.
10. Write a diary of an 18th Century woman.
11. Write a series of letters exchanged between 18th Century women.

BACKGROUND: WOMEN OF COLONIAL TIMES

Women in colonial times were less restricted by sex stereotypes and legal restrictions than they were to become a century later. They worked on farms and plantations; in cities and forests.

Females played a vital role in the economic, social, political and military life of America, before, during, and after the Revolution. Their moral influence helped determine the enlightened principles of justice and equality reflected in the Declaration of Independence, and later, the Constitution.

4) American Government

AMERICAN GOVERNMENT: TABLE OF CONTENTS

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THE CONSTITUTION AND AMERICAN GOVERNMENT

In September, 1787, the founding fathers signed a constitution that proposed a new form of government for America. This government was to replace the "firm league of friendship" established by the Articles of Confederation which had joined the states since 1775. It addressed the many problems that plagued the fledgling nation such as interstate trade, taxes, the printing of money, and the inability to act together to conduct commerce or diplomacy with other nations.

The proposed constitution provided a framework for organizing and limiting the powers of the central government. It included a plan for distributing the functions of government to three separate governmental branches, an elaborate system of check and balances to control the use of power in the government, and plans for making laws, regulating the finances of the new nation, and modifying the government in an orderly fashion.

The goal of this unit is to learn about American government as it was proposed and adopted in the Constitution.

TEDDY FOR PRESIDENT

Grades: Primary

Bloom Levels: Comprehension, Application, Synthesis

Materials Needed: Stuffed animals, pencils, paper; reference materials on George Washington (or equivalent leader)

Introduction: The student will gain a better understanding of the qualities of a leader and of the election process.

Procedures:

Introduce George Washington as a leader of men (an equivalent person as leader will do). Choose a book on George Washington to read to the class. Following this, have the students brainstorm: 1) qualities of Washington that made him a good leader, and 2) categories of offices for their classroom. Then have the children bring in their favorite stuffed animal. Each student would then select the office his/her animal would like to run for, and write a campaign speech for the animal-candidate. Students should keep in mind the qualities of a good leader as they write the speeches. After sharing the speeches, the class will take a vote and elect their new officers.

Extension Activity:

You may want to invite a guest speaker who is running for or has run for public office, to talk to the class about the step-by-step process in the campaign for office. Prepare a list of questions in advance for the speaker. To follow-up, create a class chart showing the steps involved in running for public office.

AMERICAN GOVERNMENT: Teddy for President, by Shawn Colleary

FOOTBALL AND THE THREE BRANCHES OF GOVERNMENT

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Football pictures and handout on the three branches of government

Introduction: This activity will identify the checks of each of the three branches of government on the other two branches, and help students compare these checks with the roles of the various participants in a football game.

Procedures:

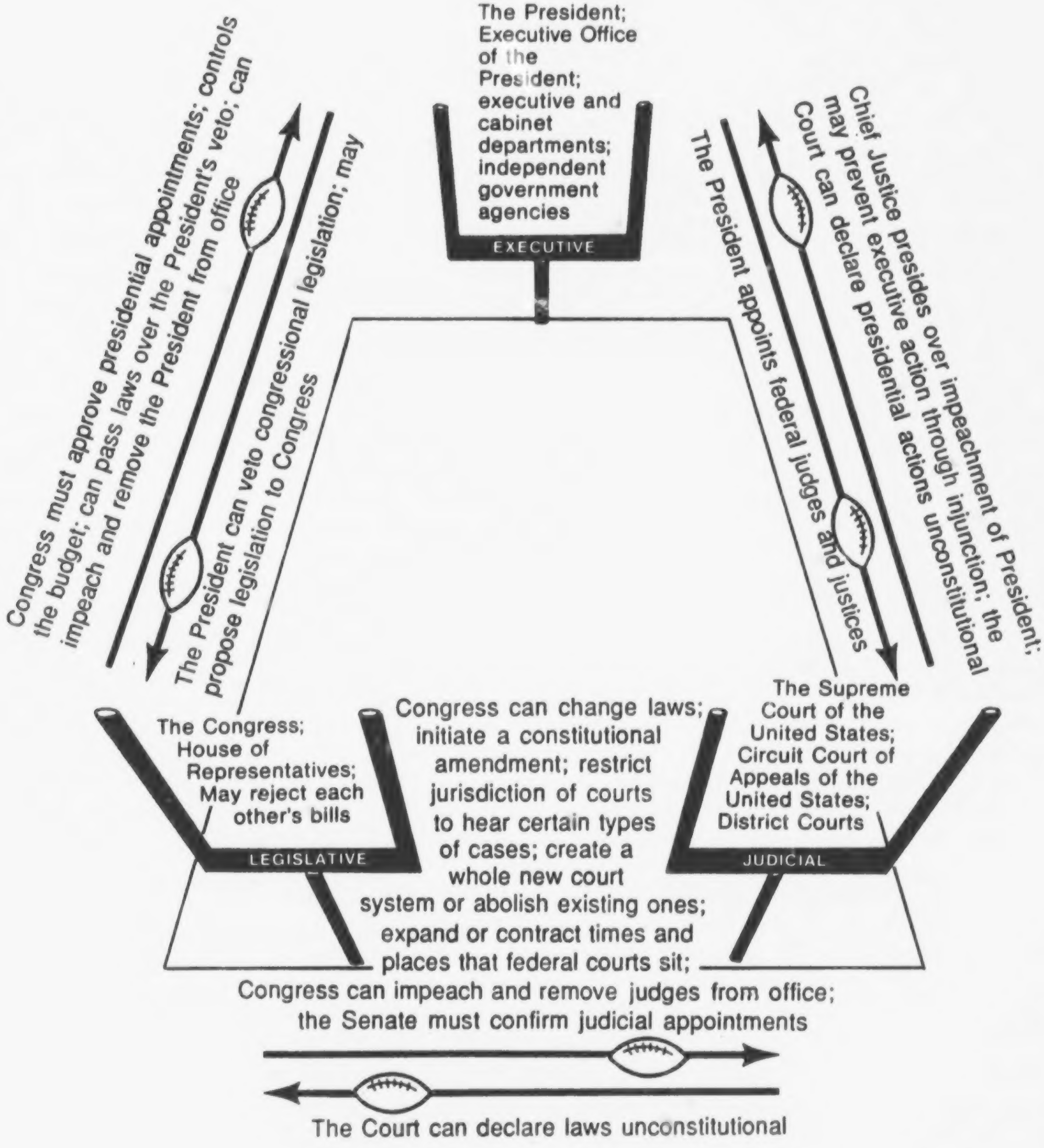
1. Pictures of a football game in action are displayed. Each participant in the game is identified (i.e., players, coaches, referees). The role of each is discussed.
2. Students are given the handout on the three branches of government. They are asked to find participants in the football game who are analogous to the three branches of government. In effect, they are being led to conclude that coaches are the executives, referees represent the judicial branch, and players are the legislative members.
3. Discuss what each group does in the game that could be compared to a governmental branch function. For example, the referee decides controversial issues; the coach determines whether infractions merit fines; the teams pick their captains, and the teams play the game!

Extension Activity:

You may wish to have students brainstorm comparisons between class rules or student government regulations with the checks each branch has on the other branches. For instance, teachers may help settle student disputes or set rewards and consequences related to classroom or playground behavior; the principal may be the "court of last resort" for interpreting intent of behavior or fairness of rules; students may use discussion among themselves or peer pressure to "encourage" others to conform to expectations.

If you have class officers within the classroom, you may also have monitors chosen by the class to help with some tasks. When a student or group of students disagrees with the decision or actions of the class officers or monitors, they may appeal to the teacher for the final decision. Officers of clubs and organizations may offer additional opportunities for comparisons to student experiences.

Even home comparisons might be made. Some parents encourage siblings to work out their disagreements among themselves, and leave "appeals" for parental decisions/actions until the children have struggled with coming to their own resolution.



The President; Executive Office of the President; executive and cabinet departments; independent government agencies

Congress must approve presidential appointments; controls the budget; can pass laws over the President's veto; can impeach and remove the President from office

The President can veto congressional legislation; may propose legislation to Congress

Chief Justice presides over impeachment of President; may prevent executive action through injunction; the Court can declare presidential actions unconstitutional

The President appoints federal judges and justices

The Congress; House of Representatives; May reject each other's bills

Congress can change laws; initiate a constitutional amendment; restrict jurisdiction of courts to hear certain types of cases; create a whole new court system or abolish existing ones; expand or contract times and places that federal courts sit; Congress can impeach and remove judges from office; the Senate must confirm judicial appointments

The Supreme Court of the United States; Circuit Court of Appeals of the United States; District Courts

The Court can declare laws unconstitutional

HOW TO DECIDE

Grades: Primary and Intermediate

Bloom Levels: Application, Analysis

Materials Needed: none

Introduction: In a democracy, important decisions are made by people who carefully consider the choices before making a decision.

PROBLEM:
The class is going to buy popsicles. How will we decide which flavors to buy. Here are some options:

1. Let the teacher decide (favorite flavor is probably spinach).
2. Vote on favorite flavor and everyone gets that.
3. Buy separate flavors - but in smaller numbers. They cost more and some kids may not have enough money to buy them.
4. Other - class ideas.
5. Vote on which approach to take.

Follow-up:

1. What decisions in America are made by voting rather than one person deciding alone?
2. Does it seem like a better decision is made by voting?
3. Would you rather have a voice in decisions or have all choices made for you by someone else?
4. What is compromise?
5. Is it sometimes necessary to compromise or can everyone have his/her way all the time?
6. Choose pertinent questions to vote on. Tell why you voted as you did.

AMERICAN GOVERNMENT: How To Decide, by Jane Ann McKee

LAWS IN COLONIAL TIMES

Grades: Primary and Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Colonial Laws"

Introduction: Students will relate genuine laws from colonial times to the Constitution and how it addressed each one.

Procedures:

1. Students are told of each law from colonial times.
2. Class discusses how the Constitution or Bill of Rights would validate, handle or reject each one.
3. If a Bill of Rights amendment applies, students must identify which one.

AMERICAN GOVERNMENT: Laws In Colonial Times, by Bev Trefny

COLONIAL LAWS

1. No one should use profanity.
2. Drunkenness is forbidden.
3. A baker cannot bake bad bread.
4. A brewer cannot brew bad beer.
5. Every man should work on the town roads several days each month.
6. Every man should shoot three crows or twelve blackbirds between the middle of March and the last day of June.
7. A man who is poor should not have clothes that are as fancy as those of a rich man.
8. All people should go to the meetinghouse on the Lord's Day (Sunday).
9. On Sunday, you should not laugh, play, work, shave, cut your hair, kiss your parents, or make your bed.

PUNISHMENTS

1. Many crimes were punished by hanging.
2. Some people who broke laws were whipped.
3. Being ducked in the water on a ducking stool was frequent.
4. Some offenders sat in the stocks.
5. Some offenders wore cards around their necks telling of their crimes.

THE PREAMBLE AND THE BILL OF RIGHTS

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "The Preamble and Bill of Rights"

Introduction: This activity will create an understanding of both the wording in the Constitution's Preamble and the correlation to the Bill of Rights.

The "Preamble" or Introduction to the Constitution lists the purposes and goals of the document.

Procedures:

1. Teacher reads or hands out copies of the Preamble and Bill of Rights.
2. With the class, rewrite the phrases that are underlined in the Preamble in the students' own words.
3. Class plays a game, guessing for each section of the Preamble which amendment relates to it.
    a. One student gives the answer and the others vote on whether he/she is correct. The answering student must give his/her reason for the choice.
    b. Students may keep their own score. Each correct answer is worth one point.

The following are the phrases from the Preamble which are to be matched with amendments to the Constitution.

1. "in order to form a more perfect union"
2. "establish justice"
3. "insure domestic tranquility"
4. "provide for the common defense"
5. "promote the general welfare"
6. "secure the blessings of liberty"

THE PREAMBLE AND BILL OF RIGHTS

I. The Preamble

We the People of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

II. Bill of Rights

Amendment 1 - Religious and Political Freedoms

Amendment 2 - The Right to Keep and Bear Arms

Amendment 3 - Quartering of Soldiers is Prohibited

Amendment 4 - Unreasonable Searches and Seizures Prohibited

Amendment 5 - Rights of Persons Accused of Crimes; Life, Liberty, and Property Guaranteed

Amendment 6 - Additional Rights of Persons Accused of Crime

Amendment 7 - Right to Trial by Jury in Civil Suits

Amendment 8 - Restrictions upon Bail, Fines, and Punishments

Amendment 9 - Rights Retained by the People

Amendment 10 - Powers Reserved to the States or to the People

THREE BRANCHES OF OUR GOVERNMENT

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: U.S. Constitution, Handout: "Three Branches of Our Government"

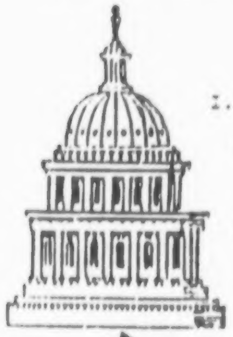
Introduction: Students will be able to name the three branches of government and describe three duties of each branch.

Procedures:

1. Hand out copies of the U.S. Constitution and "Three Branches of Our Government" chart.
2. Divide each class into about 7 small groups of 4-5 members each. Explain to the groups that they are to fill out the chart using their copies of the Constitution and their social studies textbooks. Give the groups about 15 minutes to complete their charts.
3. Have a class discussion of the students' answers. Check them as follows:
   a. Judicial: Decides whether or not laws are constitutional
      1) Deals with cases affecting ambassadors, etc.
      2) Deals with controversies between or among states
      3) Deals with controversies between a state and a citizen of another state
      4) Deals with controversies between citizens of the same state
      5) Deals with controversies between a state or its citizens and foreign states or citizens
   b. Executive: Manages the government
      1) Heads the armed forces
      2) Makes treaties
      3) Makes appointments - ambassadors, Supreme Court justices, cabinet officers
      4) Reports on the state of the union.
   c. Legislative: Makes laws
      1) Makes laws about taxes
      2) Approves the President's appointments
      3) Coins money
      4) Declares war
      5) Maintains armed forces
      6) Regulates trade (commerce)

AMERICAN GOVERNMENT: Three Branches of our Government, by Safeguard

★★★ THREE BRANCHES OF OUR GOVERNMENT ★★★



I. A. NAME: ____________________

B. MAIN DUTY: ____________________

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C. OTHER DUTIES: ____________________

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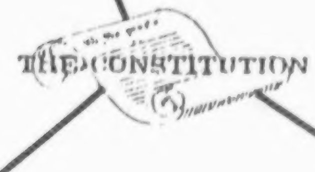
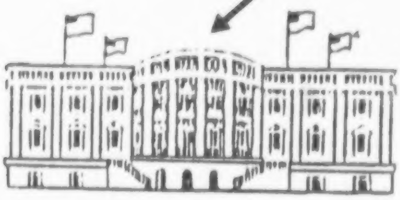
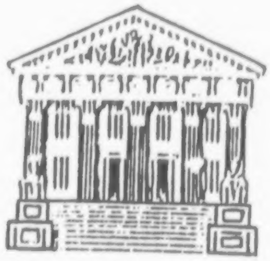






II. A. NAME: ____________________

B. MAIN DUTY: ____________________

____

C. OTHER DUTIES: ____________________

____

____

____

____

____

III. A. NAME: ____________________

B. MAIN DUTY: ____________________

____

C. OTHER DUTIES: ____________________

____

____

____

____

____

ALL THE PRESIDENTIAL ADVISERS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Worksheet for "All the Presidential Advisers"

Introduction: This activity will introduce students to cabinet officials who help the President to meet his constitutional responsibilities.

Hand out the worksheet and have the students match the Cabinet Department with its description. This sheet can be done as a class, in small groups or by individuals.

ALL THE PRESIDENTIAL ADVISERS

STUDENT NAME____

The President of the United States has a very important and difficult job. He receives help and advice from many people. These people who are directly responsible to the President are called the members of his Cabinet. Each cabinet member is in charge of a specific area or department.

Match the Cabinet post to the appropriate duties for that position. If you are unsure of an answer, look up the cabinet post in an encyclopedia.

________ 1. Department of Agriculture
________ 2. Department of Commerce
________ 3. Department of Defense
________ 4. Department of Education
________ 5. Department of Energy
________ 6. Department of Health and Human Services
________ 7. Department of Housing and Urban Affairs
________ 8. Department of the Interior
________ 9. Department of Justice
________ 10. Department of Labor
________ 11. Department of State
________ 12. Department of Transportation
________ 13. Department of Treasury

Bonus Question: On your own, do some added research and name the people who are currently holding the above positions.

(Hint: Use a current almanac as a resource.)

A. This Cabinet head is in charge of handling all of our foreign affairs, including the participation of the United States in the United Nations. He is one of the most important Cabinet officers.

B. This person is responsible for promoting all aspects of commerce, industry, and business.

C. This Department is in charge of protecting the health and welfare of the people. It includes the Public Health Service, the Social Security Administration, the Food and Drug Administration, and the Office of Vocational Rehabilitation.

D. This person is responsible for handling our nation's money, including the coining and printing of money as well as enforcing money laws.

E. This Cabinet member deals with the transportation problems that face our nation.

F. This person is responsible for enforcing the laws of the United States in the federal courts.

G. The individual who is responsible for addressing the problems of city dwellers and the many other aspects of living in a large metropolitan area.

H. This person is responsible for keeping a balance of all the nation's resources. His department must also preserve its scenic and historical landmarks.

I. This department head is responsible for defending our nation against any and all attackers.

J. This department head is in charge of maintaining a balance between the supply of human labor and the demands for it.

K. This department head is responsible for handling our nation's farm program. The focus of his job is getting a fair price for the American farmer and in cultivating sales of U. S. farm products to foreign countries.

L. This person is responsible for analyzing our energy reserves in relation to our present and future needs.

M. This person is in charge of promoting all aspects of education.

CHANGING RIGHTS IN ACTION

We the People

Grades: Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Handout, "Simplified Bill of Rights" by Safeguard

Introduction: Of all the rights provided under our laws and legal system, none are as well-known as those contained in the first ten Amendments to the United States Constitution, the Bill of Rights. Below is a list of some of the important rights contained in those Amendments. Indicate in the space next to each right, the Amendment in which it appears. The answer is provided to the first question to help you get on your way.

RIGHT	AMENDMENT
"No person...shall be compelled in any criminal case to be a witness against himself..."	5
"The right of the people to be secure in their persons, houses, papers, and in effects, against unreasonable searches and seizures, shall not be violated..."	
"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury..."	
"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."	
"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted."	
"No person shall...be deprived of life, liberty, or property without due process of law..."	
"In all criminal prosecutions, the accused shall...be informed of the nature and cause of the accusation and have the assistance of counsel for his defense."	
"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people..."	

SIMPLIFIED BILL OF RIGHTS

The Bill of Rights is the first 10 amendments to the United States Constitution. These amendments guarantee each person's own rights. The Bill of Rights is like a list of "don'ts" for Congress because it prohibits the Congress from passing laws which restrict--or take away--any of these rights.

You probably know about freedom of speech and religion. Here is a brief description of the rights found in our Bill of Rights.[1] Discuss the underlined words.

Amendment

1 Right to assemble and petition Congress (our freedom of religion, press, and public meeting).

2 Right to bear arms (our right to protect ourselves during time of war).

3 Right not to have soldiers living in one's home during peacetime, except when required by law.

4 Right to be secure against "unreasonable searches and seizures" (protection from search).

5* Right in general not to be held to answer criminal charges except when you are charged with a crime.
Right not to be tried more than once for the same crime
Right not to be forced to be a witness against oneself
Right not to have life, liberty, or property taken away without fair treatment by the law
Right to reasonable payment for private property, taken for public use.

---

[1] Adapted from our American Government, House Document 94-161, pp. 2-3, 1975.

6 Rights of a person charged with a crime:
--to a trial by a jury
--to be notified of the charges
--to be confronted with witnesses and to be able to obtain witnesses in his/her favor
--to have legal counsel

7 Right to a jury trial in suits at law involving over twenty dollars

8 Right not to have excessive bail required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

9 If rights are not listed in the Constitution, you still have those rights.

10 Rights not given to the federal government by the Constitution belong to the States or the people.

* These sections of the Fifth Amendment deal with the right to have a fair trial in court, including the right to remain silent.

CHECKS AND BALANCES IN FEDERAL GOVERNMENT

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Checks and Balance"

Introduction: Students will interpret primary documents and analyze their importance to the United States today.

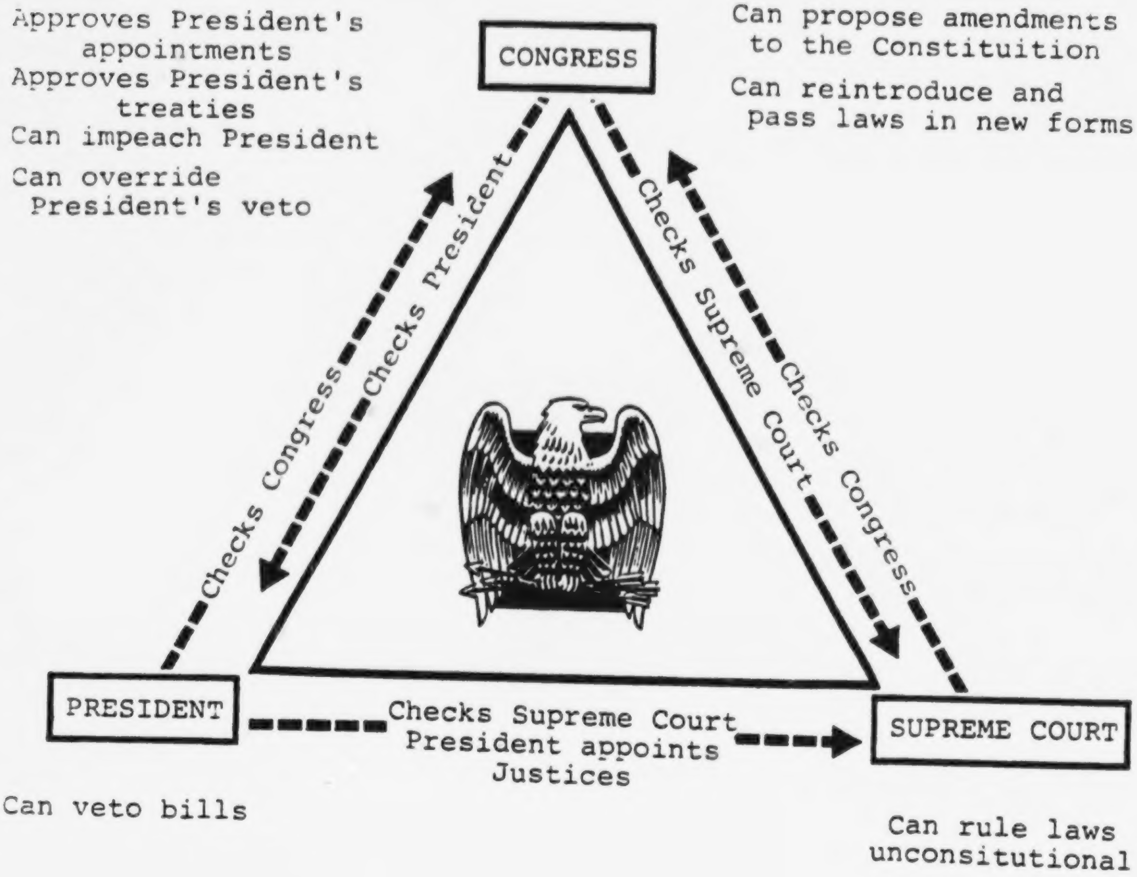
Procedure:

1. Pass out the diagram to each member of the class.
2. Ask each member to make a chart from the information on the triangle of checks and balances.

Example:

Branch	Who Checks	How
President (Executive)	Congress	Can impeach Can over-ride vetoes Approves appointments

3. Discuss why it is important to have a check and balance system.
4. Use a current event about a decision being made to illustrate the process and its importance.


CONGRESS
PRESIDENT
SUPREME COURT
Checks President
Checks Congress
Checks Supreme Court
Checks Congress
Checks Supreme Court
President appoints
Justices

Approves President's appointments

Approves President's treaties

Can impeach President

Can override President's veto

Can propose amendments to the Constituition

Can reintroduce and pass laws in new forms

Can veto bills

Can rule laws unconsitutional

CLASSROOM GOVERNMENT

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: none

Introduction: The children will gain a better understanding of the complexity of issues involved in setting up a government. This activity could be used in a single classroom, multiple classrooms, or with an entire school.

Say to the children, "Just like George Washington, James Madison, and Alexander Hamilton formed a new government, we are going to develop a classroom government."

First, divide the class or group in "X" number of groups (for a single class, four should be enough). The groups do not have to be even in number; in fact, they should be skewed with at least one very large and one very small group.

Before announcing to the class which group everyone is in, have the whole class nominate fellow students to be delegates to the class convention. Then, have everyone vote and select approximately ten delegates out of those nominated. Announce to the class everyone's group. The students will notice that some groups have more representation than others. Discuss this and relate it to the forming of the Constitution.

The delegates will then meet at a class convention, and create a government for the classroom. (Issues that help make a classroom run might include recess rules, voting procedures, playground equipment usage, etc.) Before beginning, the delegates needs to select a president of the convention and a secretary or recorder. When a plan has been created, the president will present it to the whole group, addressing the merits of the plan.

After the presentation, the whole class, including the delegates, will vote for or against the plan. The plan must have a majority of the votes in order for it to be passed. If the plan doesn't pass, the delegates must find out from the members of their group who did not vote for the plan, what they didn't like about it. All the delegates meet again, review their findings, and revise the plan. The whole class votes on the revised plan.

If the plan doesn't pass at this point, repeat the process described in the above paragraph. This will give the students a clear idea of the time and work that went into the making of the Constitution.

At the end, review the final outcome. Discuss the new plan the class has agreed on and the process by which it was formed, or why the class was unable to develop a plan and the reasons that the process did not succeed.

CONSTITUTIONAL AMENDMENTS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Copies of the Amendments to the Constitution

Introduction: Students will work with others to interpret ways in which individuals or groups can advance or impede political change in the U. S. They will also interpret primary documents and analyze their importance to the U. S. today.

Procedures:

1. Begin by asking the class to discuss whether or not the Constitution would ever need to be changed and why.
2. Discuss that even the writers of the Constitution felt the necessity to protect individual freedoms and to insure they would always be maintained. To safeguard against excessive governmental power over individuals, the Bill of Rights was adopted as the first 10 Amendments to the Constitution.
3. Review the Bill of Rights.
4. The remainder of this activity will focus on the amendments which follow the Bill of Rights. (If the students did not study the Bill of Rights in previous grades, base this activity on all amendments, including Bill of Rights.)
5. Review the process for amending the Constitution.
    a. Two-thirds of both houses; proposed by the legislature or at a convention called by two-thirds of states.
    b. Ratified by three-fourths of the states' legislatures or conventions.
6. The teacher should hand out a list of the amendments.
7. Assign, or let students choose, one amendment between 11 and 26 to review in more detail.
    a. Read the meaning of the amendment.
    b. Describe it to the class.
    c. Convince the class why this amendment should be part of the Constitution and approved by the states.
8. Students should then be assigned amendments to ask about -- has this amendment ever affected your personal freedom - how? Interview several adults to ascertain ways amendments affect our lives.
    #14 - Civil Rights
    #16 - Income Taxes
    #19 - Woman Suffrage
    #21 - Repeal of prohibition
    #26 - Suffrage for 18 year-olds
9. After students have had an opportunity to ask about these amendments, discuss the things they discovered about how they affect everyday lives.

CONTEMPORARY COLLAGE

Grades: Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Magazines or newspapers to cut up.

Introduction: The student will examine the first amendment and compare those rights in colonial times with those same rights today.

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1. Examine the first amendment. (Or the Bill of Rights).
2. Discuss how these rights affected the lives of the colonists.
3. Compare with how the rights protect us today.
4. Cut out pictures that illustrate these rights as well as violations of these rights.
5. Create a collage putting a star beside legal rights and an "**X**" over illegal violations of those rights.

AMERICAN GOVERNMENT: Contemporary Collage, by Jane Ann McKee

ELECTORAL COLLEGE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Handouts: State Statistics, National Map, Candidate Platforms, Teacher-made Voting Chart as illustrated in the activity.

Introduction: Using this activity, the students will explore various types of representational voting to develop a clear understanding of how the electoral college works.

Procedures:

1. Divide the class into five states using the following proportions. (Odd number of students in each group if possible.)

State I = 40% of students
State II = 10% of students
State III = 10% of students
State IV = 10% of students
State V = 30% of students

2. Each group receives a statistics handout and a map handout. As a group, they go over the information about their state and examine the map to learn more about the factors that affect their state. Each group decides on a name for their state.
3. Each group presents information about their state to the whole nation. As presentations are being made, students can add this information about other states to the national map.
4. Each state studies the platforms of the two candidates looking for the one that best meets the needs of the particular state.
5. Complete the voting chart in the following manner.
   a. In the first column each student (representative) gets one vote. This is called popular vote. Vote by states and tally the results.
   b. In the second column each state gets two votes. The votes from each state must go to only one candidate, so the candidate with the most votes gets both votes. Vote by states and tally the results.
   c. In the third column, each state gets two votes plus one vote for each student (representative). Like the method in Column B, all the votes must go to one candidate, so majority rules. Vote by states and tally the results. This is how the electoral college works.

Follow-up Questions:

1. Did the same candidate win each time?
2. What are the advantages and disadvantages of each method?
3. How does the electoral college work? Is this a fair way to vote when there are states of different sizes and populations?
4. Was there a candidate that was a perfect choice in every way for your state? Is there usually a candidate for President of the United States that is perfect in every way?
5. Try to create a better way to vote for president that would be agreeable to all the states.

AMERICAN GOVERNMENT: Electoral College, by Jane Ann McKee

STATE STATISTICS

GROUP I
40% OF POPULATION
HIGH POPULATION/NOT MUCH LAND
THREATENED BY ENEMIES/NEEDS STRONG ARMY
GOOD FARMLAND BUT NOT ENOUGH FOR OWN PEOPLE
MOST PEOPLE LIVE IN INDUSTRIAL CITIES
SELLS CLOTHING TO OTHER STATES
GOOD SCHOOLS AND ROADS ESTABLISHED

GROUP II
10% OF POPULATION
MOUNTAINOUS LAND IN NORTH/IMPORTANT LUMBER INDUSTRY
GOOD FARMLAND IN SOUTH
BUYS MANY PRODUCTS FROM OTHER STATES
NEEDS MORE ROADS

GROUP III
10% OF POPULATION
GOOD FARMLAND
NO ENEMIES NEARBY
SOME INDUSTRIAL CITIES
SELL AGRICULTURAL PRODUCTS TO OTHER STATES
NO LUMBER
NEED SCHOOLS

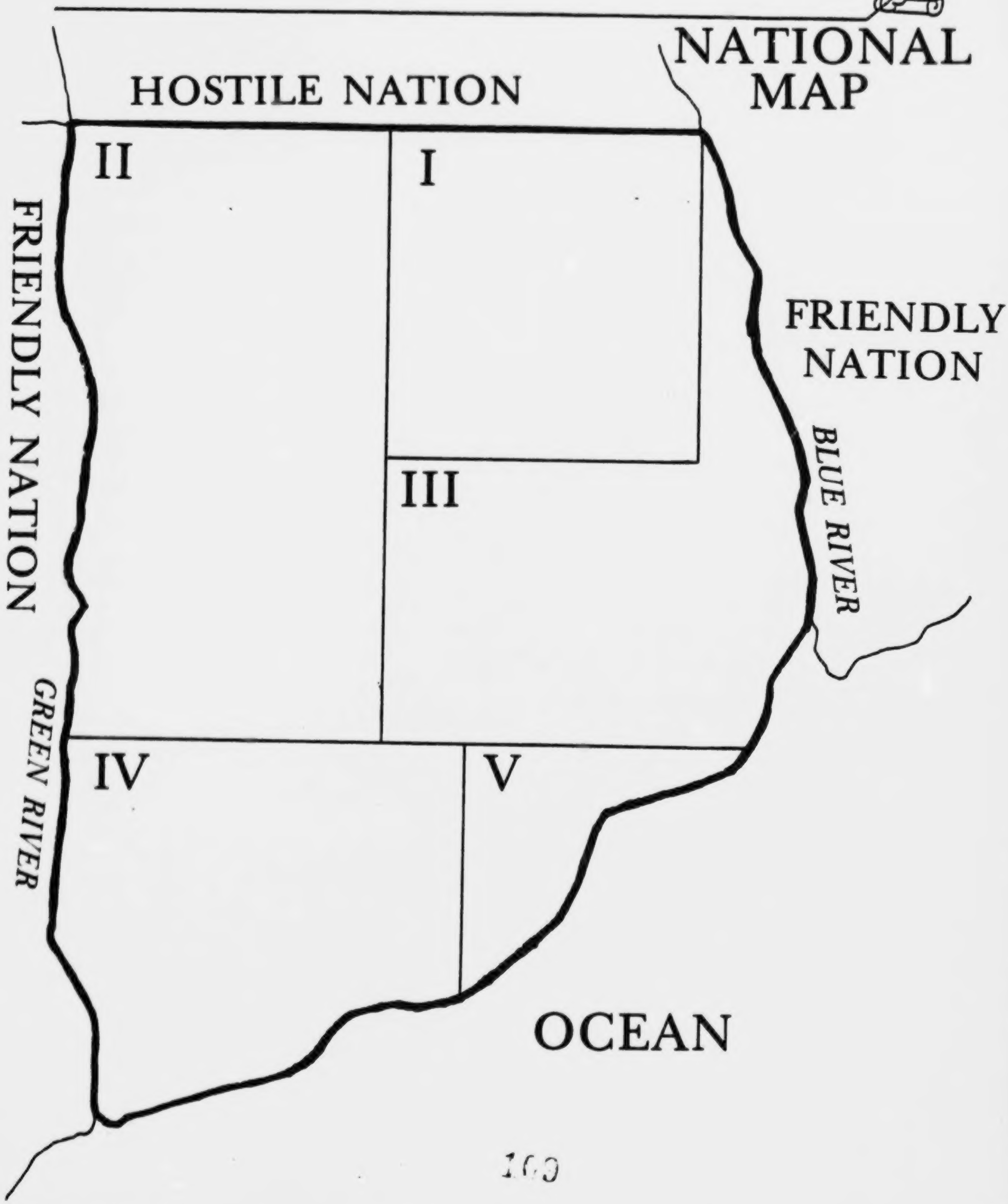
GROUP IV
10% OF POPULATION
MANY PEOPLE MAKE LIVING BY FISHING, AND SHIPBUILDING
NO FARMLAND/BUYS FROM OTHER STATES
NEEDS SCHOOLS, AND ROADS
AVERAGE INCOME PER PERSON IS HIGH

GROUP V
30% OF POPULATION
NEED SCHOOLS
HAVE ROADS
AVERAGE INCOME PERSON IS LOW
FARMERS AND FISHERMAN

PLATFORM OF CANDIDATES

CANDIDATE A STANDS FOR:	CANDIDATE B STANDS FOR:
low taxes on industry	higher taxes on industry
build good schools	build new schools
small army	stronger army
no new roads	build new roads
tax on agriculture	aid to farmers
(comes from State V)	(comes from State II)

NATIONAL MAP


HOSTILE NATION
II
I
III
IV
V
FRIENDLY NATION
FRIENDLY NATION
BLUE RIVER
GREEN RIVER
OCEAN

VOTING CHART

	1 VOTE/REP		2 VOTES/STATE		1 VOTE/REP 2 VOTES/STATE (MAJORITY RULE)	
	A	B	A	B	A	B
I						
II						
III						
IV						
V						
TOTAL						

GRIEVANCES AND SOLUTIONS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Grievances and Solutions"

Introduction: Students will analyze how the writers of our Constitution tried to insure that the grievances against the King of England cited in the Declaration of Independence would not be repeated in the new government.

Procedures:

1. Hand out copies of the "Grievances and Solutions" worksheet.
2. Explain to students that they will be doing an activity in small groups which involves the Constitution and the Declaration of Independence. (There could be a short discussion about each of the documents, if needed.)
3. Referring to the worksheet, ask students what we mean by the word "grievance." (An injustice: a reason to be angry.)
4. Inform students that each of the grievances listed is from the Declaration of Independence. Ask the students whom they think the grievances were against. (King George III of England.)
5. Explain to the students that they will be divided into small groups to find the solutions to the grievances which the writers put in the Constitution.
   a. They are to find the article or amendment referred to in the Constitution and then write it in their own words in the space provided.
   b. Assign 1 or 2 grievances to each group.
   c. If some groups finish before others, have them read the other grievances so that they can answer question #7.
6. After the groups have completed their task, have a large group discussion of their answers.
7. Ask the students which of the grievances would be the most serious to them and have them explain why.

Adapted from "Relationship of the Declaration of Independence and the Constitution," by Zoe Carter, in the Newsletter of Law in a Changing Society, April 15, 1979.

GRIEVANCES AND SOLUTIONS

1. Grievance: He has refused his assent to laws, the most wholesome and necessary for the public good.
   Problem: How to prevent the President from stopping passage of laws the people need and want.
   Solution: Article I, section 7, clause 2

2. Grievance: He has refused to pass other laws . . . unless those people would relinquish the right of representation in the legislature.
   Problem: How to prevent the President from denying representation in the legislature.
   Solution: Article I, section 2, clause 3

3. Grievance: He has refused . . . to cause others to be elected .
   Problem: How to prevent the President from preventing election.
   Solution: Article I, sections 2-4; Amendment XVII

4. Grievance: He has kept among us, in times of peace, standing armies without the consent of our legislatures.
   Problem: How to prevent the President from increasing standing armies without the consent of Congress.
   Solution: Article I, section 8, clause 12; Article I, section 10, clause 3

5. Grievance: . . . for quartering large bodies of troops among us.
Problem: How to prevent the President from stationing troops where he pleases.
Solution: Amendment III

6. Grievance: He has combined with others for cutting off our trade with all parts of the world.
Problem: How to prevent the President from interfering with trade.
Solution: Article I, section 8, clause 3

7. Grievance: He has combined with others for imposing taxes on us without our consent.
Problem: How to prevent the President from passing additional taxes without the consent of the legislature.
Solution: Article I, section 7, clause I; Article I, section 8, clause 1

8. Grievance: He has combined with others for taking away our Charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments.
Problem: How to prevent the President from changing our system of government.
Solution: Article V

9. Grievance: Depriving us . . . of the benefits of trial by jury.
Problem: How to prevent the President from depriving us of trial by jury.
Solution: Amendment VI

HAVE RIGHTS BEEN VIOLATED?

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Have Rights Been Violated?" Handout: "Simplified Bill of Rights" (from previous lesson)

Introduction: With this lesson, students will work at understanding the Bill of Rights. Students will be able to analyze situations that may constitute violations of peoples' rights as established in the Bill of Rights.

Procedures:

1. Hand out the "Have Rights Been Violated?" worksheet and review the directions. If the students need to, they can use Safeguard's "Simplified Bill of Rights" or a copy of the Constitution. Give students about 20 minutes to complete the worksheet.

2. Discuss the students' answers which should be similar to those that follow:

Situation 1: Yes, Jim Apple's 5th Amendment protection against being prosecuted for the same crime twice has been violated. This is usually called the "double jeopardy" law.

Situation 2: Yes, John Emerson's 6th Amendment right to counsel (have a lawyer represent him) has been violated. Although the Constitution does not make it clear, the Supreme Court has held that the government will pay for a lawyer if someone can not afford to hire a private attorney and has been charged with a crime for which they could be sent to jail.

Situation 3: No, The 5th Amendment says that defendants do not have to take the witness stand, but once they do, they have to answer the questions which are asked.

Situation 4: Yes, The government can take property from people if it is going to use it for some type of public project. An air force base falls into that category. It does have to pay people the market value of their property. This comes from the 5th Amendment.

Situation 5: Yes, This case involves Jo's 5th and 6th Amendment rights. Because Jo was arrested without a warrant, she is entitled to have what is called a preliminary hearing. At this hearing the judge must decide if there was probable cause (if the police had enough facts to cause to think that a crime had been committed) to arrest her. This did not happen here. The fact that she was just standing near the broken window would not prove "probable cause."Also, Jo is entitled to have a trial with a lawyer present to defend her. The judge did not give her any of these rights which are often called "due process."

Situation 6: Yes, The 1st Amendment gives us the right to say what we want provided that what you say doesn't cause people to break the law. This means that the college student can't be punished just because he called the mayor and the president "bums."

Situation 7: No, The general law of the 4th Amendment is that a person cannot be searched without a search warrant. However there are some exceptions to that law. One of the exceptions fits this case. If a police officer has a reasonable belief that someone is committing a crime, he can stop that person. If he then believes that the person he stopped may be armed and dangerous, he can "frisk" the person to see if they have any weapons.

HAVE RIGHTS BEEN VIOLATED?

DIRECTIONS: Read or review the Bill of Rights as found in the United States Constitution. Then read the following imaginary situations. If you think that a right has not been violated put a check beside NO. If you think that a right has been violated put a check besides YES and then the number of the amendment (1-10 from the Bill of Rights) that you think has been violated.

SITUATION 1: Jim Apple was arrested for armed robbery. After a fair trial he was found not guilty. Robert Brown, the man whose store was robbed, felt that Jim Apple was guilty. He brought in new evidence against Apple the next day. Jim Apple was tried and convicted of the armed robbery charge and sentenced to ten years in prison.

______No ______Yes # of right violated__________

SITUATION 2: John Emerson was arrested in a burglary case. Emerson declared that he was innocent of all charges and requested that a lawyer be provided free by the government since he couldn't afford to hire one himself. The government refused his request. Emerson was forced to defend himself. Lacking the skills of a lawyer, he unsuccessfully conducted his own defense. He was sentenced to six years in the state prison.

______No ______Yes # of right violated__________

SITUATION 3: Jennifer Riley was arrested and charged with murder. At her trial, while on the witness stand, she refused to answer an important question concerning the case because her lawyer thought it would make her appear guilty. The judge ordered her to answer and when she again refused he said she was in contempt of court. He then ordered her to be put in jail for one month.

______No ______Yes # of right violated__________

SITUATION 4: Mr. and Mrs. Chavez had lived on their farm for 30 years. They decided to sell it and retire to Florida. The market value of the farm was determined to be $50,000. The government wanted their land to build an air force base. The Chavezes wanted to sell their land to their friends, the Smiths. The Government said it had a right to the land and forced the Chavezes to sell their farm to it for the $50,000.

______No ______Yes # of right violated________

SITUATION 5: Jo Brown was walking her dog one night when she heard the sound of glass breaking near her neighbor's house. She went to investigate and found a broken window. While she was standing there, the police came and arrested her. At the hearing before her trial the judge learned that Jo had served time in prison for burglary. Based on this information, the judge decided that Jo was guilty of burglary this time also and sentenced her to three years in prison.

______No ______Yes # of right violated________

SITUATION 6: A young college student stood on a street corner and talked into a microphone to announce a meeting that night. He called the Mayor of the city and the President of the United States "Bums." He shouted that poor and minority people must be given equal rights. the crowd of about eighty people thought that what he was saying was un-American and called the police. The speaker was arrested by the police for causing a disturbance.

______No ______Yes # of right violated________

SITUATION 7: Officer McFadden had been a police detective for 35 years. One afternoon at about 2:30, he was patrolling in plain clothes on a downtown street. He saw two men walk past a certain store five or six times. Then he saw them talk to a third man outside the same store. Officer McFadden thought they were probably "casing a job." He stopped the men and identified himself. The men mumbled something. Then he "frisked" them and found two guns. He arrested them for carrying concealed weapons.

______No ______Yes # of right violated________

HOW A BILL BECOMES LAW

Grades: Intermediate

Bloom Levels: Comprehension

Materials Needed: Study sheet and chart, "How A Bill Becomes A Law"

Introduction: The student will discover the steps involved in making a law.

Procedures:

1. Go over the chart discussing each step.
2. Complete the true-false study sheet.
3. Go over the false statements and decide how each could be changed to a true statement.

Extension Activity:

To add an experiential element, you may wish to have your class participate in a "Mock Congress." One scenario is to divide the class into two groups: one-fourth of the students becomes the "Senate" and the rest comprise the "House of Representatives."

Students may initiate ideas for "bills" and send them to various "committees" for study and revision. The bills would then be introduced and voted on in one house; if passed, they go to second house. Conference committees can work out the differences between Senate and House versions of the same bills. Bills passed by both houses would go to the "President" for a signature or veto. The teacher might serve as the President; better yet, the class might elect a President. In the latter case the President could personally "lobby" for or against the various bills brought up in either house. Ideas for committees and sample bills are listed below.

Playground Committee -- rules, consequences; suggestions for improvements
Cafeteria Committee -- suggestions for menus, furniture, rules, consequences
Class Committee -- pick a class flower, bird, color, song, motto, etc; rules and consequences; incentives for positive behaviors
Social Committee -- propose proclamations, parties, etc; (class parties might have an historical or international theme as suggested by provisions in the bill)
Bicentennial Committee -- bills concerning celebrating the Bicentennial: fundraisers, decorations, etc

Older students might form committees related to state and national issues:

Colorado Committee -- pass laws for Colorado which focus on issues of concern and interest to Colorado (state parks, seat belt laws, etc)
International Committee -- propose bills related to foreign policy, world problems, etc

A valuable aspect of this is the lobbying that takes place among the students as they try to get their own bills passed or to defeat others. After committee work, the two houses should each meet to vote on the various bills; those that pass are sent to the other house for a vote, and then on to the executive.

The execution of the Mock Congress can be as simple or complex as you desire. Debriefing the process is of utmost importance at the conclusion of the activity. The debriefing may include having students watch news programs or publications for state and national legislative action, with some attention also to the Governor or President's response.

Copies of bills currently "in process" in local, state and national legislatures are available from any of those bodies. These samples work well as models for student authors of legislation.

We the People

HOW A BILL BECOMES LAW

TRUE - FALSE

______1. Congress can override the President's veto by a majority vote.

______2. Bills may be written by either Representatives or Senators.

______3. The President can write bills.

______4. The idea for a law is studied by a committee before the bill is written.

______5. If a bill that has been passed by majority vote in both houses of Congress is signed by the President, it becomes a law.

______6. The President must sign a bill for it to become a law.

______7. Ideas for bills always come from the President.

______8. A bill must be passed by majority vote in both houses of Congress before it goes to the President.

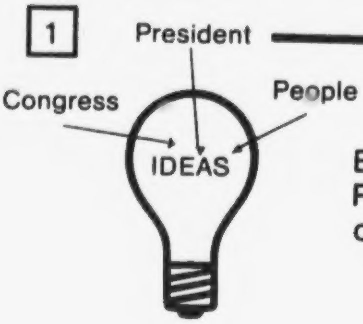
______9. If the President leaves a bill unsigned on his desk for 10 days, it becomes law if Congress has not adjourned.

______10. A majority vote means that 2/3 of the people agree with the proposal.

GO BACK TO THE STATEMENTS THAT ARE FALSE. REWRITE THE STATEMENT SO THAT IT IS TRUE.

How A Bill Becomes A Law

1

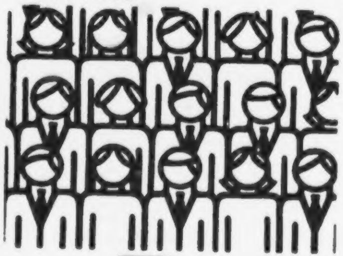


2

Bill is written by Representative or Senator

3

Bill is introduced in House of Representatives or Senate



4

To Committee for study & revision

5

Back to House or Senate for vote

6

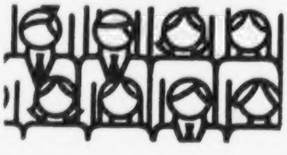
Vote taken; must pass by majority vote

7

If passed, goes to other House; must pass by a majority vote

8

If passed by both houses, bill goes to conference committee for final version



9

Bill goes to President

1. He signs it right away
2. He vetoes it
   congress must pass it by 2/3 to make it law
3. He leaves it on his desk for 10 days
   if Congress adjourns before 10 days the bill is defeated

IT'S MY RIGHT

Grades: Intermediate

Bloom Levels: Comprehension, Synthesis

Materials Needed: Handout: "It's My Right"

Introduction: Students will identify amendments that guarantee rights in the Bill of Rights.

Procedures:

1. In small groups, complete the worksheet about the Bill of Rights.
2. Individually, write about how life would be different if one of the amendments had not been added. The student will decide which one to write about.

IT'S MY RIGHT

1. The first amendment guarantees freedom of ______________, freedom of ______________, and the right to ______________ peacefully.

2. The second amendment guarantees the right to keep and bear ________.

3. The third amendment says that, in peace, people cannot be forced to house ______________________.

4. The fourth amendment protects people against unreasonable ________ and ____________________.

5. The fifth amendment says a person cannot be charged a second time for the same crime and he shall not be compelled to be a witness against ________________________.

6. Amendment six guarantees a person accused of a crime a __________ and ________________ trial.

7. The seventh amendment says that in cases dealing with money (over $20.00), people have the right to ask for a ____________ ____________.

8. In the eighth amendment, a person charged with a crime shall not have to put up an ____________________ amount of bail.

9. The ninth amendment means that even when a right is not specifically listed in the Constitution, it does not mean you do not have that right. [true, false]

10. All powers not given to the United States in the Constitution, belong either to the states or to the people. [true, false]

IF ONE OF THESE AMENDMENTS HAD NOT BEEN ADDED, HOW MIGHT YOUR LIFE BE DIFFERENT?

AMERICAN GOVERNMENT: It's My Right, by Jane Ann McKee

JUST THE FACTS, FOLKS

Grades: Intermediate

Bloom Levels: Comprehension

Materials Needed: Articles of the Constitution.

Introduction: The purpose of this lesson is to acquaint students with basic features of Article I of the Constitution.

Students use Article I to complete the attached matching quiz.

AMERICAN GOVERNMENT: Just the Facts, Folks, by Bev Trefny

We the People

JUST THE FACTS, FOLKS

STUDENT NAME ____________________________________

Match the letter of the correct description to the number of each item.

_______ 1. Chief Justice

_______ 2. Seven years

_______ 3. Adjournment of Congress

_______ 4. Population

_______ 5. Twenty-five years

_______ 6. Congressional Record

_______ 7. State Governor

_______ 8. Thirty years

_______ 9. Two years

_______10. Senate

_______11. Six years

_______12. Speaker of the House

_______13. Vice-President

_______14. House of Representatives

_______15. Nine years

a. This person presides over the Senate.
b. The record of proceedings in each house of Congress.
c. This determines apportionment of United States Representatives.
d. This is the only question which requires agreement between the House of Representatives and the Senate, but does not require the President's approval.
e. This is the lowest possible age a person can be to be a Senator.
f. Calls special elections when vacancies in the representation of a state occur in Congress.
g. This is the lowest possible age a person can be to be a member of the House of Representatives.
h. Citizenship requirement of United States Representatives.
i. This person presides over the Senate when impeachment charges against the President are tried.
j. Term of office of U. S. Representatives.
k. Citizenship requirement of U. S. Senate.
l. This body has the power to begin impeachment proceedings.
m. This body has the power to try impeachments.
n. This person presides over the House of Representatives.
o. This is the term of office for U. S. Senators.

A LOOK AT DIFFERENT POLITICAL SYSTEMS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "A Look at Different Political Systems"; library reference materials or teacher information

Introduction: Students will gather information on the basic ideas and practices of political systems based on socialism and communism and compare to the U. S. system of government.

Procedures:

1. Students will need to have background information on characteristics of the three political systems (communism, socialism, and democracy). This information can be obtained either from teacher presentation or individual research in the library.
2. Students should identify major characteristics of all three political systems and be prepared to list them on the board.
3. On the board: list the characteristics the students discover. Teacher gives examples and students add examples of what these characteristics mean to the daily lives of people living under these types of governments. Identify similarities and differences among these political systems.

We the People

A LOOK AT DIFFERENT POLITICAL SYSTEMS

Sample Characteristics:

DEMOCRACY	COMMUNISM	SOCIALISM
Representatives, elected by all the people, make decisions for those people.	One party with power.	Government owns and controls nation's resources.
Everyone is equal.	No political rivals.	Some government force necessary because some people must be forced to be good citizens.
Assumes people have an opportunity to make full use of their abilities.	No choice of candidates	More than one political party.
Freedom of expression.	Government ownership, not private, of most resources and businesses.	Elections are by majority rule.
Free elections.	Government planning.	Nation's wealth must be distributed equally and justly.
Majority rule.	Use of military force to obtain goals.	Society based on cooperation and brotherhood not competition.

DEMOCRACY	COMMUNISM	SOCIALISM
Minority rights.	State owns most land, banks, natural resources, means of communication, etc.	Places major control of production in hands of people through government.
Political parties.	Public ownership of private goods, but choice of goods limited to what government produces.	Government plans for use of resources so government adjusts production to meet people's needs.
Division of power in government.	Government planners decide what and how much should be produced and prices.	Redistributes wealth through taxation.
Constitutional government.	State more important than individual rights and liberties.	Government helps provide for free basic human needs to all people.
Private organizations, e.g., churches, businesses labor unions, newspapers.	Government control of communications.	
Free enterprise.		
Decisions about what to produce based on supply and demand, mostly free of government control.		

THE RIGHT TO VOTE - A RESPONSIBILITY OF CITIZENS

Grades: Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Any appropriate U.S. government text; class-made ballots

---

Introduction: Students will work with others to interpret ways in which individuals or groups can advance or impede political change in the United States. They will also identify and interpret the rights and freedoms of persons living in the United States and suggest ways in which one can act in support of rights and freedoms for all people.

Procedures:

1. Teacher reviews characteristics of democracy with class, focusing on characteristics related to the election process: e.g., multiple political parties, free elections, right to vote for representatives who make decisions for our country.
2. Teacher discusses who has the right to vote now, and how this has changed since our government was first formed. Put time line on board.
3. Using various segments from text, read about the civil rights movement for blacks, women, and other minorities and the struggle for the right to vote by these groups.
4. Ask students to brainstorm why it was so important for these groups to be able to vote - and why it is important for all citizens to exercise their voting right.
5. Discuss the kinds of elections in which U.S. citizens are able to vote:
   a. Local: elect local government representatives.
   b. Local: vote on issues such as taxation questions.
   c. Local: vote on issues that directly affect the community.
   d. State: vote on representatives on state government.
   e. State: vote on amendment to State Constitution.
   f. National: vote for governor.
   g. National: vote for representatives to Congress.
   h. National: vote for President and Vice President.
6. Teacher discusses how elections can decide issues for any group of people. An election could decide an issue for the class.
7. Ask class to list on the board the sequence of procedures for the election, e.g.:
   a. identify issue
   b. form groups supporting different point of view on issue
   c. publicize your viewpoint
   d. vote by secret ballot
   e. tally vote
   f. celebrate

8. Hold a class election. Examples of topics to use for the election include:
    a. class mascot
    b. favorite book
    c. best ice cream flavor
    d. best TV program
    e. class treat

9. After the election discuss the fact that groups often form to promote their point of view and select and elect representatives that support their view. These groups are called political parties. In local, state, and national elections there are generally two major political parties (Republican and Democrat) and other smaller parties such as Communist, Socialist, and Libertarian Parties.

10. After the election brainstorm with the class other ways that people exercise their responsibility as citizens in addition to voting. Give examples and discuss why these actions are important. Examples include:
    a. hold political office
    b. initiate petitions for or against issues
    c. work to improve your community
    d. write letters and editorials
    e. present speeches, openly support issue
    f. obey laws
    g. cooperate with government officials and policies
    h. respect everyone's rights
    i. support and work for political candidates

11. When our country was young, people had fewer civil rights than they have today. Only a few had the right to vote. Study the timeline below:

1775	1790	1828	1870	1920	1924	1969	1971
Adult white males with property can vote		Religious and property qualifications for voting abolished in nearly all states	Adult black males can vote	Women gain right to vote	Native Americans get vote	Poll tax abolished	18-year olds get vote

Indicate whether these statements are true or false.
    a. Before 1828, all adult males could vote.
    b. Before 1828, people could vote if they owned property.
    c. After 1828, anyone could vote.
    d. Women could not vote until 1920.
    e. Most American Indians could not vote until 1924.
    f. Since the start of the American Revolution in 1776, more than 140 years passed before all men and women in this country could vote.
    g. All American black males gained the right to vote by 1870.

SUPREME COURT AS UMPIRE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "Supreme Court as Umpire"

Introduction: Students will acquire concepts related to the organization and function of the legislative, executive, and judicial branches of government at the state and national level.

1. Discuss the Constitution as both long and complicated. Two people read it and have differing ideas about what it means. Because people's ideas about the meaning differ, they behave in different ways. Often the courts or Judicial branch is asked to decide which idea is the one that is correct.

In this respect, courts act as umpires. When rules are complicated and people disagree about them or about the way people or government have acted, they call in the Court to make decisions about the problem. The Supreme Court only acts if the problem is one that centers around the Constitution.

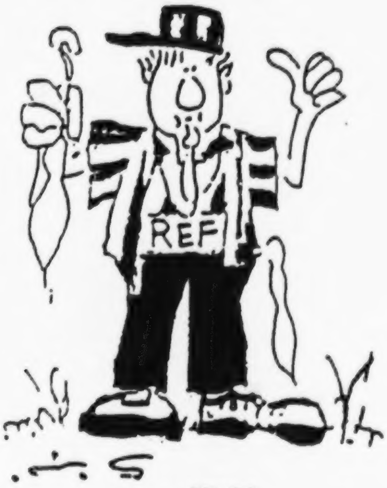
The parties who disagree must abide by the decisions of the court just as teams must abide by an umpire's decision.

The Supreme Court only becomes involved if someone brings a disagreement to the court. If no one complains there is no need for an umpire. The Supreme Court has so many problems about which to decide, that they are allowed to select the ones they feel are most important and will have the greatest impact.

2. Ask the class to use the handout: "Supreme Court as Umpire" to look at the kinds of issues brought to the court and make a chart of opposing sides. Then ask them to write a new situation describing possible disagreements for each category.

SUPREME COURT AS UMPIRE - FAIR OR FOUL? ACTIVITY SHEET #3

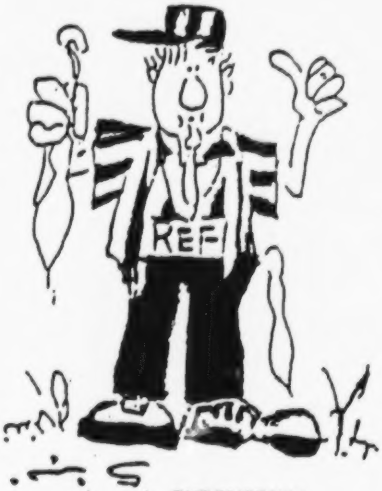
STATE



STATE

Situation: If we wanted to argue about the amount of water other states were getting from Colorado source.

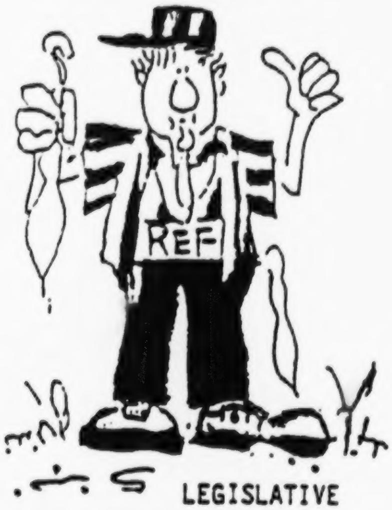
STATE



INDIVIDUAL

Situation: One state passes a law that requires a person to be able to read before he or she can vote.

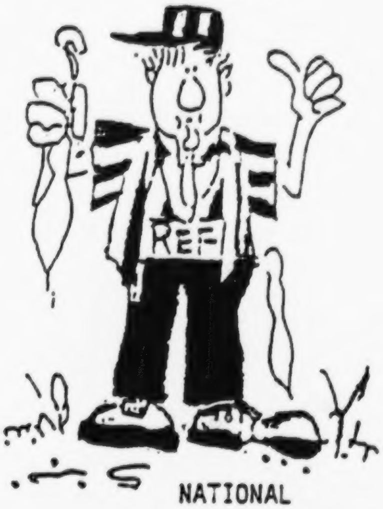
EXECUTIVE



LEGISLATIVE

Situation: President decides to appoint a cabinet member over objections of Senate.

STATE



NATIONAL

Situation: Federal government won't give money to athletics funds unless boys and girls athletics get equal amounts.

A VISITOR FROM OUTER SPACE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handout: "A Visitor from Outer Space"

Introduction: Are some rights listed in the U.S. Constitution more important than others? Students will be able to recognize and evaluate the rights they feel are the most important to them.

Procedures:

1. Hand out copies of "A Visitor from Outer Space" Worksheet.
2. Have students read it silently for a few minutes, then ask for volunteers to read it aloud.
3. Discuss the following concepts:

   bear arms - have weapons
   legal counsel - lawyer/attorney
   cruel and unusual punishment - forbidden by the Constitution' must be defined by the court; historically, it has been interpreted in different ways.
   jury trial - a constitutional right to have your peers help a judge make decisions. In a civil case, a judge may or may not give an an award. In a criminal case, a judge will impose a sentence or fine if a defendant is found guilty.
   right to assemble - as guaranteed by the Constitution, it is the right of the people to gather together freely without interference or restriction from the government.
   self-incrimination - anything said or done by a person that implicates that person in a crime. It is unconstitutional to force or require a person to do this or to be a witness against him/herself.
   privacy - the right to be left alone. This right is generally "balanced" against other rights, such as freedom of the press.

4. Have students complete the ranking on the worksheet. Then discuss the reasons they ranked the rights as they did.
5. Ask students if they would like to live in the new "STEEGER" world. Why or why not?

AMERICAN GOVERNMENT: A Visitor from Outer Space, by Safeguard

A VISITOR FROM OUTER SPACE

It is the year 2000 and you are watching your favorite T.V. program. A special news bulletin comes over the station. You immediately see that this is not the normal type of news bulletin because there is what looks like a very strange creature on the screen--the only thing which is familiar is that she is speaking in English. She tells you that she and her people have gained control over all of the communications networks in the United States and that everyone had better pay attention to what she has to say. You change the channel--and just as she said--there she is on every station. She begins to speak very loudly and you gather your family around because you are beginning to worry about what she is going to do. This speech follows:

> "My name is STEEGER and I am from the planet NORIGHTS in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found it to give too much freedom to the individual.
>
> Therefore we are going to conduct a survey to try and arrive at a decision in which both you and I are happy. As I have said, I do not want to take everything away from you--but I can't allow you to continue to live as you have in the past. Therefore, I am giving you a list of ten of the rights which you now have according to your Constitution. You are to look over the list and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights--the five which get the most votes from all the citizens of the United States.

AMERICAN GOVERNMENT: A Visitor from Outer Space, by Safeguard

You are to rank the following rights in the order in which you would keep them with '1' being the one you would most like to keep and '10' being the one you would least like to keep.

A. ______ Right to bear arms
B. ______ Right to freedom of speech
C. ______ Right to legal counsel
D. ______ Right to protection from cruel and unusual punishment
E. ______ Right to freedom of the press
F. ______ Right to a jury trial
G. ______ Right to freedom of religion
H. ______ Right to peacefully assemble
I. ______ Right protecting against self-incrimination
J. ______ Right to privacy

A VISITOR FROM OUTER SPACE: EXTENSION ACTIVITY

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Copy of the Bill of Rights, tagboard, markers, glue, etc.

After a review of the Bill of Rights, have the students choose the one they feel is the most important. Once the student has made his selection, he becomes an advocate for this right and designs a poster and/or bumper sticker for it.

AMERICAN GOVERNMENT: A Visitor from Outer Space: Extension, by Shawn Colleary

WHICH RIGHT IS RIGHT?

Grades: Intermediate

Bloom Levels: Analysis

Materials Needed: Handout: "Which Right Is Right?"

Introduction: The student will see how the Bill of Rights protects our rights in today's world.

---

1. After discussion and study of the Bill of Rights, distribute copies of the handout.
2. Complete independently or in groups.
3. Go over correct answers together, answering any questions about why a particular amendment applies.

AMERICAN GOVERNMENT: Which Right Is Right? by Jane Ann McKee

WHICH RIGHT IS RIGHT?

AMENDMENT NUMBER — SITUATION

__________ 1. Mr. Jones' dad is arrested with no idea why he is being held.

__________ 2. Your neighbor is forced to house soldiers in his home.

__________ 3. A teacher is required to belong to a national religion.

__________ 4. A man in New York is charged with a crime and held in jail for over a year.

__________ 5. The owner of a local movie theater is tried for the same crime a second time because the Chief of Police dislikes him.

__________ 6. Parents in your neighborhood are arrested because they were meeting to discuss problems about a vicious dog.

__________ 7. Police break into a senior citizen's house without giving her a reason. They take her money and heirlooms.

__________ 8. Mrs. Smith is arrested for speaking out against the President.

__________ 9. For stealing a loaf of bread, a man is put in jail.

__________ 10. The editor of a newspaper is arrested for writing an article criticizing the mayor.

Key: I. (6)
2. (3)
3. (1)
4. (6)
5. (5)
6. (1)
7. (4)
8. (1)
9. (8)
10. (1)

WHO DECIDES ABOUT THE CONSTITUTION?

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Handouts: "Who Decides?" poster and "Who Decides About the Constitution?"

Introduction: This lesson describes who helps and has helped to define the Constitution. Students will be able to identify and analyze how people in the past and present have helped to define the Constitution.

Procedures:

1. This activity should be done by students in small groups.
2. Hand out copies of the poster and worksheet to the students.
3. Discuss (as a large group) in general terms the meaning of the poster; include in your discussion comments on how everyone pictured has helped to define the Constitution in some way or ways. Their task will be to decide who each person represents and how they help or have helped to define the Constitution. Also in the general discussion, include the idea that people who live in the United States have opportunities to be any one of the people pictured because of our freedom of choice.
    a. So that students will have some ideas about how to complete the worksheet, as a large group discuss who they think the man on the far left represents and how he helps to define the Constitution. (He represents politicians particularly those in the legislatures who help make our laws.)
    b. Divide students into groups of 3-5. Depending upon the allotted time, each group could do the remaining nine people or three different people could be assigned to the various groups.
    c. Discuss the students' answers.

Suggested answers are given below although a variety of answers should be accepted as long as they are reasonably justified.

1. 1st person - discussed in Part 1
2. 2nd person - represents a patriot or rebel during the revolutionary war, he helped to define the Constitution by fighting for the rights of America to be independent and helping to write our original Constitution.
3. 3rd person - represents the "courts" as a judge. She helps to define the Constitution by applying justice according to the law and deciding legal questions about the Constitution.
4. 4th person - represents the clergy (ministers, priests, rabbis, etc.), he helps to define the Constitution by exercising the rights of freedom of religion and freedom from religion (the founding fathers didn't want a government imposed religion).
5. 5th person - represents minority groups. She helps to define the Constitution by challenging the inequalities of the laws and helping to write ones which make things like voting more equal for all people.

6. 6th person - represents business. People in business help to define the Constitutional issues of free trade (people in different states can trade freely and we also trade with people in other countries).
7. 7th person - represents our armed forces. It helps to define the Constitution by defending our country and protecting our rights.
8. 8th person - represents people who have worked to extend and define the rights of women: the right to vote, equal job opportunities, etc. They help to define the Constitution by working for people who don't feel that they have the full rights accorded to other citizens.
9. 9th person - represents scientists. They help to define the Constitution by dealing with environmental issues and other issues having to do with science.
10. 10th person - represents people who are elected to positions in the executive branch of the government (presidents, governors, etc.). They help to define the Constitution by interpreting and carrying out their duties as listed in the Constitution.

(Note: Full-sized poster of Bicentennial of Constitution poster shown on 7th page of this activity available from: Safeguard, P.O. Box 471, Boulder, Colorado 80306.)

WHO DECIDES ABOUT THE CONSTITUTION?

1. 1ST PERSON:

HE REPRESENTS ______________________________

HE HELPS TO DEFINE THE CONSTITUTION BY ______________

____

____

2. 2ND PERSON:

HE REPRESENTS ______________________________

HE HELPS TO DEFINE THE CONSTITUTION BY ______________

____

____

3. 3RD PERSON:

SHE REPRESENTS ______________________________

SHE HELPS TO DEFINE THE CONSTITUTION BY ______________

____

____

4. 4TH PERSON:

HE REPRESENTS ______________________________

HE HELPS TO DEFINE THE CONSTITUTION BY ______________

____

____

5. 5TH PERSON:

SHE REPRESENTS ______________________________

SHE HELPS TO DEFINE THE CONSTITUTION BY ______________________________

____

____

6. 6TH PERSON:

HE REPRESENTS ______________________________

HE HELPS TO DEFINE THE CONSTITUTION BY ______________________________

____

____

7. 7TH PERSON:

HE REPRESENTS ______________________________

HE HELPS TO DEFINE THE CONSTITUTION BY ______________________________

____

____

8. 8TH PERSON:

SHE REPRESENTS ______________________________

SHE HELPS TO DEFINE THE CONSTITUTION BY ______________________________

____

____

9. 9TH PERSON:

HE REPRESENTS ____

HE HELPS TO DEFINE THE CONSTITUTION BY ____________________

____

____

10. 10TH PERSON:

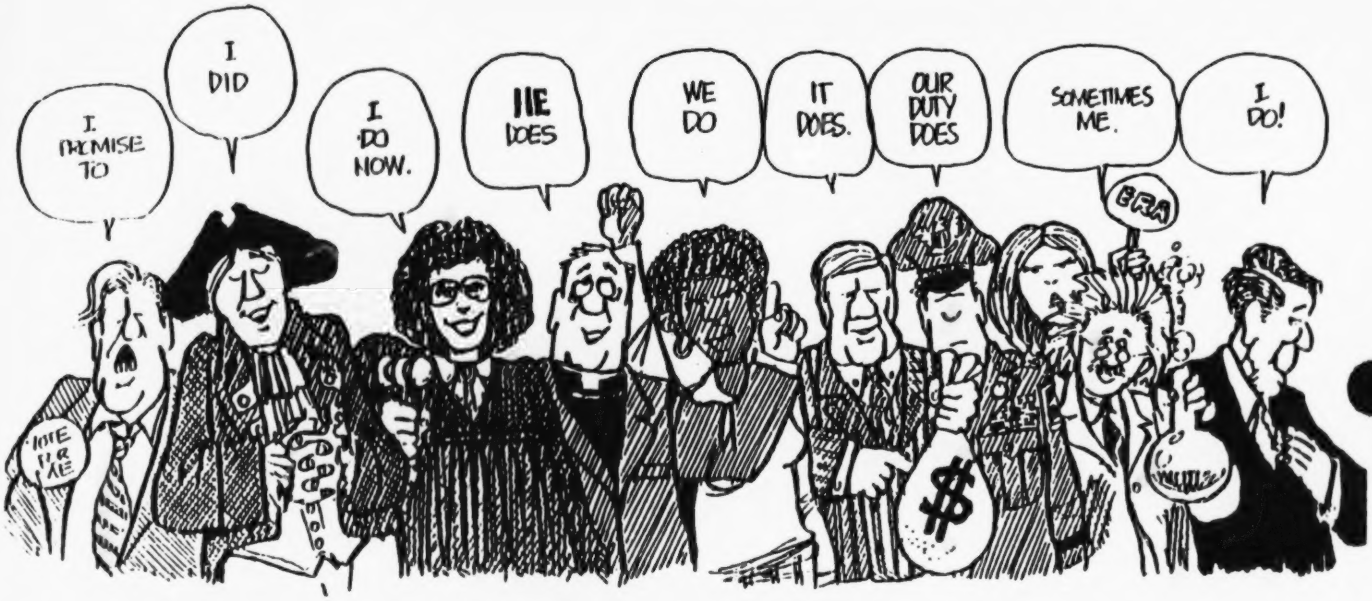
HE REPRESENTS ____

HE HELPS TO DEFINE THE CONSTITUTION BY ____________________

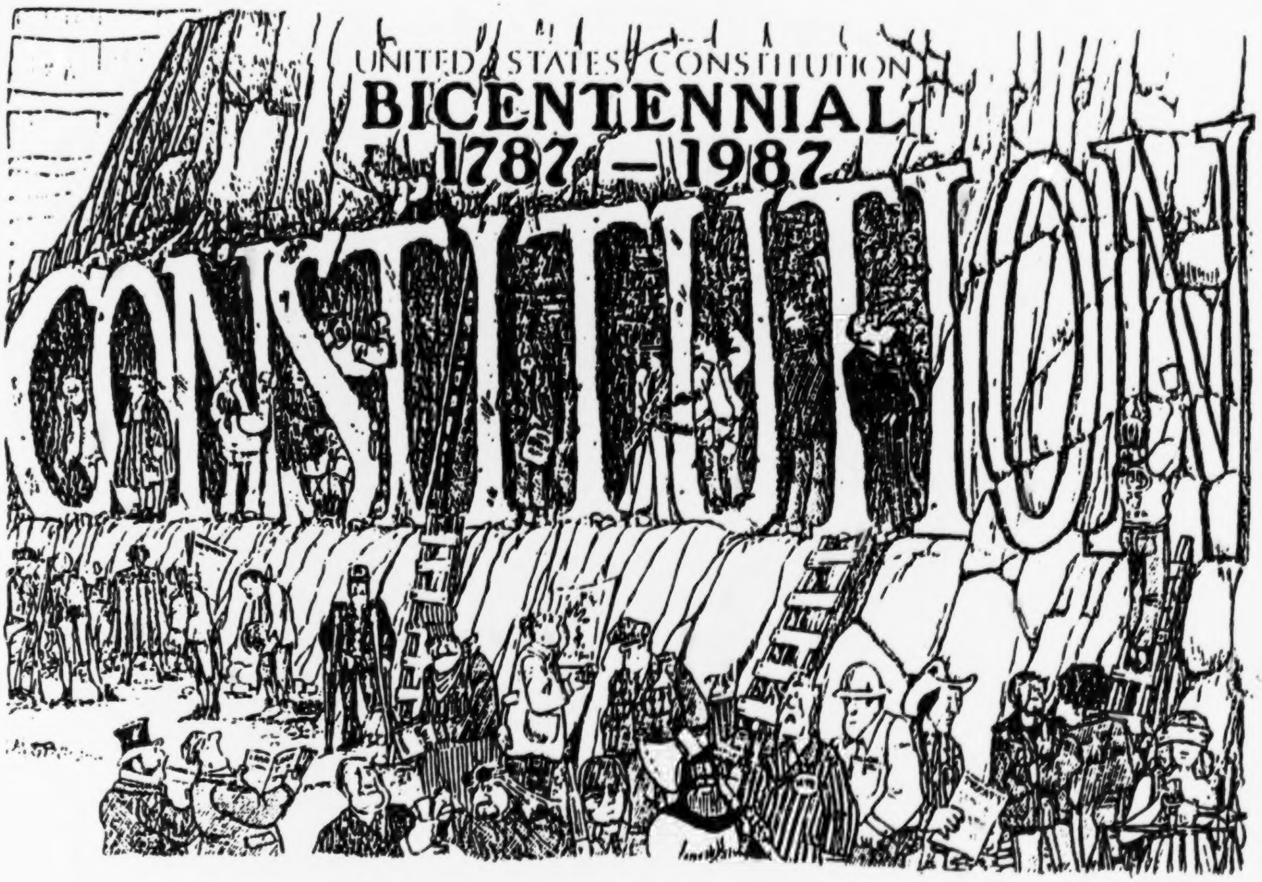
____

____

WHO DECIDES ?


I PROMISE TO
VOTE FOR ME
I DID
I DO NOW.
HE DOES
WE DO
IT DOES.
OUR DUTY DOES
$
SOMETIMES ME.
ERA
I DO!

U.S. CONSTITUTION


UNITED STATES CONSTITUTION
BICENTENNIAL
1787 — 1987
CONSTITUTION

147

5) Geography

GEOGRAPHY: TABLE OF CONTENTS

GEOGRAPHY INTRODUCTION
INTRODUCING THE ORIGINAL THIRTEEN STATES
TRAVELING IN THE 1780s
MOVING FROM THIRTEEN STATES TO ONE NATION
INTRODUCING THE ORIGINAL THIRTEEN STATES
TRAVELING IN THE 1780s
MOVING FROM THIRTEEN STATES TO ONE NATION
HANDOUTS #1 - #7

GEOGRAPHY AND THE UNITED STATES CONSTITUTION

Geography can be described as the study of the physical and human characteristics of places. The activities in this unit are designed to help students understand how the physical and human characteristics of the original thirteen states influenced the development of the United States Constitution.

The lessons included in this unit are:

- **Introducing the Original Thirteen States** (locating the states, meeting their native American inhabitants, understanding the Europeans that settled there)
- **Traveling in the 1780s** (locating important waterways and cities, traveling to Philadelphia)
- **Moving from 13 States to One Nation** (describing the regional differences among the thirteen states, mapping the process of ratifying the Constitution)

NOTE Handouts are at the end of the section. All reference information necessary to complete these activities can be found in the World Book Encyclopedia and the Farmer's Almanac.

INTRODUCING THE ORIGINAL THIRTEEN STATES

Grades: Primary

Bloom Levels: Knowledge

Introduction: The activities in this lesson are designed to teach students the names and locations of the original 13 states.

ACTIVITY #1: Learning the names of the states.

Materials Needed:
- List of the 13 original states and their abbreviations
- Transparency of Handout #4
- Copy of Handout #6 for each student

Procedure:
- On the board list the 13 original states with their abbreviations and project the map prepared from Handout #4.
- Provide each student with a set of shapes of the 13 states.
- Have students match their shapes to the states projected on the board and then record the state's name, the appropriate shape.

ACTIVITY #2: Arranging the states from north to south.

Materials Needed:
- Transparency of Handout #4
- Copy of Handout #6 for each student
- Scissors, glue, and a large sheet of paper for each student.

Procedure:
- Students cut out the shapes of the thirteen states.
- Using the map on the board as a guide, they glue the states on their paper in correct order from north to south.

ACTIVITY #3: Locating the states on a map

Materials Needed:
- Numbered list of the 13 states (I. e., 1. New Hampshire, 2. New York, etc.)
- Handout #3

Procedure:
- Students identify each of the 13 states and place the number for that state in the proper place on the map.

TRAVELING IN THE 1780s

Grades: Primary

Bloom Levels: Knowledge, Application

Introduction: During the 1780s rivers were the cheapest and easiest form of transportation, especially in locations where thick forests and muddy roads made land transportation difficult.

The goals of these activities are: 1) to acquaint students with major eastern waterways as well as the cities that were located on them, and 2) to provide students with an opportunity to plan a travel route to Philadelphia for George Washington.

ACTIVITY #1: Locating the Waterways

Materials:
- Handout #3
- Large U. S. map

Procedure:
- Students locate the following cities and waterways on their map:
  Waterways: Atlantic Ocean, Chesapeake Bay
  Rivers: Potomac and Delaware
  Cities: Philadelphia, PA; New York City, NY; Boston MA; Newport, RI

(These were the five largest cities in the U.S. in 1787.)

ACTIVITY #2: Traveling to Philadelphia

Materials Needed:
- A copy of Handout #3, completed by the students in the first activity.

Procedure:
- On May 9, 1787, George Washington left his home in Mount Vernon, Virginia (located on the Potomac River near the modern city of Washington, D. C.) to attend the Grand Convention in Philadelphia, Pennsylvania.
- On your map mark a route that will take George Washington from Mount Vernon to Philadelphia. (Plan one trip so that Washington travels only on water. Plan a second trip so that Washington travels on both land and water.)

MOVING FROM THIRTEEN STATES TO ONE NATION

Grades: Primary

Bloom Levels: Knowledge, Application

Introduction: Before the Constitution could be signed the delegates had to answer two major questions:

- How would votes be distributed so that the large states did not always out-vote the small states and therefore control the government?
- Would slavery be allowed or prohibited?

The goals of the lessons are to allow students to explore alternative solutions to these questions and to learn how the Constitution was finally ratified.

ACTIVITY #1: Small states and large states

Materials Needed:
- Handout #4

Procedure:
- On your map color each of the 13 states that are small yellow. Color each of the thirteen states that are large red.
- Brainstorm a list of ways of voting that would prevent the big states from always having more votes than the little states. (Each state would have just one vote, each state would get the same number of votes, votes would be based on the number of schools in each state....)

ACTIVITY #2: Slave States and Free States

Materials Needed:
- Handout #4
- A list of states that allowed slavery after the Revolutionary War (GA, SC, NC, VA, MD, DE)
- Articles from the World Book Encyclopedia: "Colonial Life in America -- Development of the Colonies," and "Slavery."

Procedure:
- Have students describe what they think slavery was like.
- Read or summarize the World Book article, "Slavery--Living Conditions" for the class.
- Have students color the slave states on their map.
- Read or summarize the World Book article, "Colonial Life in America -Development of the Colonies" for the class.
- Have students think of reasons why the Southern colonies might not have wanted slavery abolished.
- Brainstorm with the class ways that the slave and non-slave states could have solved their problem so that both groups could work together.

ACTIVITY #3: The New Nation

Materials Needed:

- Handout #4
- Handout #7 (Ratifying the Constitution: Information Sheet)

Procedure:

- On their map students number the states in the order that they ratified the Constitution.
- Students color the states:
  BLUE if they ratified the Constitution in 1787
  RED if they ratified the Constitution in 1788
  WHITE if they ratified the Constitution in 1789 or 1790.
- Discuss with students why it took so long for the states to ratify or agree to the new constitution (transportation, communication, concerns about a central government.....)

INTRODUCING THE ORIGINAL THIRTEEN STATES

Grades: Intermediate

Bloom Levels: Knowledge

Introduction: The goals of the activities in this lesson are to acquaint students with the location of the original thirteen states, the Europeans who chose to settle them, and the American Indians who lived there.

ACTIVITY #1: Locating the 13 states

Materials Needed:
- Handout #1
- List of the 13 original states

Procedure:
- Students label the 13 states on Handout #1. (Note that West Virginia and Maine were not separate states at this time and that the shaded areas on the map were claimed by one or more of the first 13 states but were not recognized as states during the 1780s.)

Extension Activity:
- Have students find out how the rest of the land became a part of the United States by researching the following topics:
- Louisiana Purchase
- Florida Cession
- Oregon Country
- Mexican Cessation
- Gadsden Purchase
- Texas Annexation
- Alaska
- Hawaiian Islands

ACTIVITY #2: Settling the States

Materials Needed:
- Handouts #2 and #3

Procedure:

Using the information in Handout #2, students:
- Locate and mark on Handout #3 the first settlements in each of the original thirteen states.
- Develop a key for the map that includes symbols which indicate why the colonies were established and place one of these symbols in each state.
- Create a title for the map.

ACTIVITY #3: Meeting the Native Americans

Materials Needed:

- Background for the class: World Book Encyclopedia article "Indian Wars" (This article explains the ideological conflicts between the Indians and the European settlers as well as how the Indian problem became a contributing factor to the Revolutionary War.)
- The history section found in the articles on each of the thirteen states from the World Book.

Procedure:

- Assign each student or pair of students one of the original 13 states.
- Students find the names of the Indian tribes that lived in their state when the European settlers arrived and locate these tribes on an 8 x ll outline of their state.
- On the back of the outline of the state students write one sentence about positive relations between the settlers of their state and the Indians, and one sentence about any problems between the two groups. Join the outlines of the states with a loose leaf notebook ring to create a reference on Native Americans for the class.

Extension Activities:

- Pretend that you are an Indian chief. Write a letter to your son explaining why you abandoned the land your tribe had occupied for generations when the white settlers came.
- Some of the European settlers were not able to live in peace with the Indians. Make a list of rules that would help to improve relationships between the settlers and the Indians.
- Debate the following issue: Resolved, the British government treated the Indians more fairly than the American settlers.
- The rights of the American Indians were not protected by the United States Constitution. Write a newspaper editorial arguing that Indians should be considered citizens of the new nation and one arguing that Indians are not and do not wish to be citizens of the United States.

TRAVELING IN THE 1780s

Grades: Intermediate

Bloom Levels: Knowledge, Application

Introduction: During the 1780s rivers were the cheapest and the easiest form of transportation, especially in locations where thick forest and muddy roads made land transportation difficult.

The goals of these activities are: 1) to acquaint students with major eastern waterways as well as the cities that were located on them, and 2) to provide students with an opportunity to plan travel routes to Philadelphia for some of the delegates to the Constitutional convention.

ACTIVITY #1: Locating the Waterways

Materials Needed:
- Handout #5
- Atlas or the individual state maps found in the World Book Encyclopedia

Procedure:
- Students locate the following cities and waterways on their maps:
  Waterways: Atlantic Ocean, Chesapeake Bay
  Rivers: Altamaha, Savannah, Santee, Pee Dee, Cape Fear, Neuse, Roanoke, James, Potomac, Delaware, Susquehana, Hudson, Connecticut, and Merrimack.
  Cities: Savannah, GA; Charles Town, SC; Williamsburg, VA; Baltimore, MD; Willmington, DE; Philadelphia, PA, Trenton, NJ; New York City, NY; Hartford, CT; Boston, MA; Providence, RI; Portsmouth, NH.

Extension Activities:
- Using an encyclopedia and a dictionary have students locate the following information about the rivers on their map: length, meaning of the river's name, cities located on the river, and uses of the river (ex., Hydroelectric power, transportation, industrial sites...)
- The five largest cities in the United States in the 1780s were Philadelphia (40,000 pop.), New York City (25,000 pop.), Boston (16,000 pop.), Charles Town (12,000 pop.), and Newport RI (11,000 pop.). Develop symbols for your map that represent population and place these symbols next to the cities.

ACTIVITY #2: Traveling to Philadephia

Materials Needed:
- Handout #5

Procedure:
- Students select one of the delegates to the Constitutional Convention from the list below.
- On the map mark a route from the delegate's home to Philadelphia.
- Finally write the directions to Philadelphia--just in case the delegate can't read a map!

Delegates and their homes:

George Washington (Mount Vernon, VA)
John Langdon (Portsmouth, NH)
Nathaniel Gorham (Charles Town, MA)
William Samuel Johnson (Stratford, CT)
David Brearly (Spring Grove, NJ)
John Blair (Williamsburg, VA)
Richard Dobbs Spaight (New Bern, NC)
J. Rutledge (Charlestown, SC).

MOVING FROM THIRTEEN STATES TO ONE NATION

Grades: Intermediate

Bloom Levels: Knowledge, Application

ACTIVITY #1: Thirteen Separate States

Materials needed:
- Handout #4
- World Book Encyclopedia, "Life in Colonial America," and "Slavery."
- Farmer's Almanac

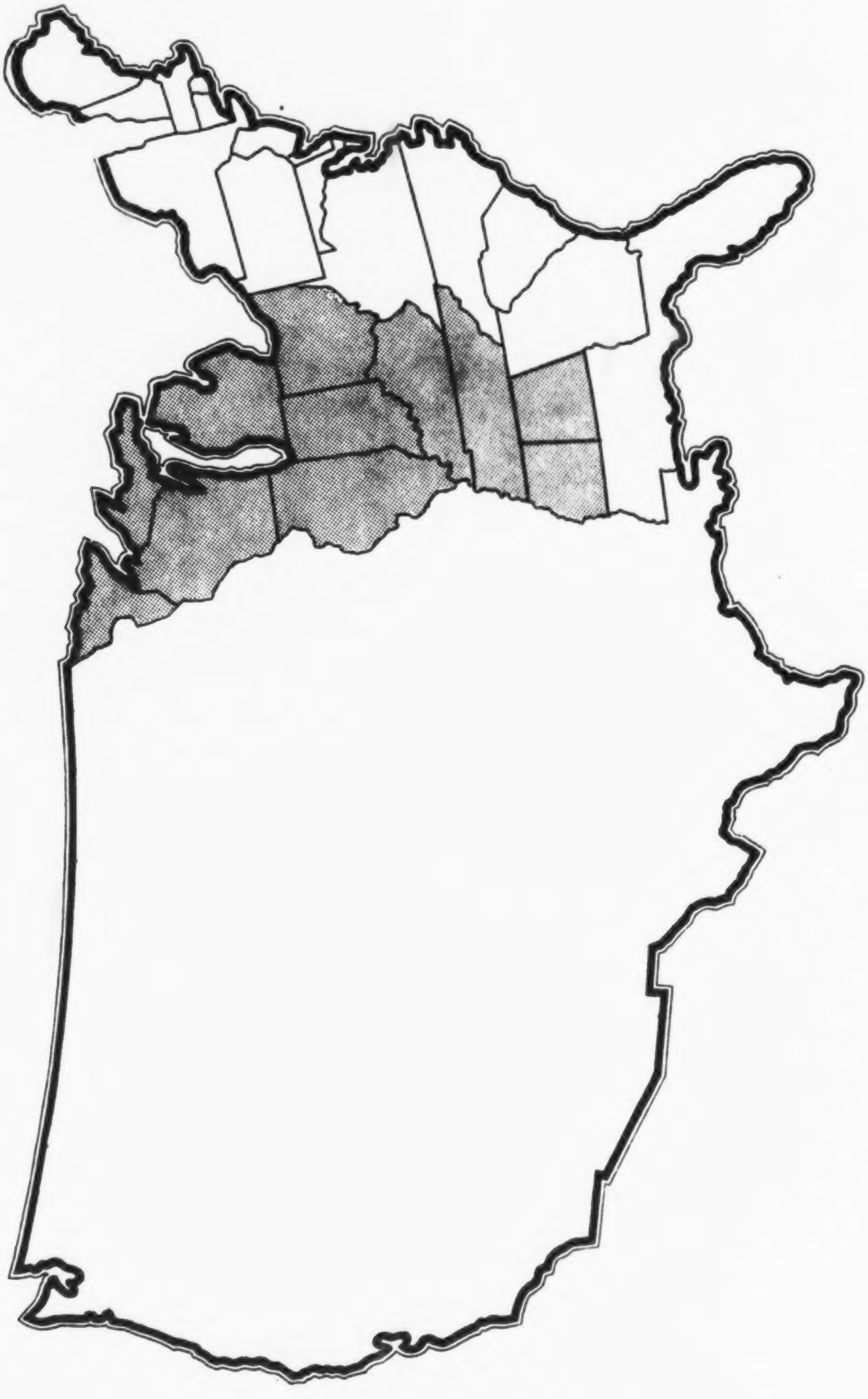
Procedure:
- Students prepare a chart that presents the following information about each of the first 13 states:
    - type of farming practiced
    - slavery (legal or illegal after the Revolutionary War)
    - population (estimated in 1780)
    - reason for settlement by Europeans
    - climate (length of growing season, from Farmer's Almanac)
- Through the use of color symbols display this information on the map.
- Questions to think about:
    - What were some differences between the slave and non-slave states?
    - Why do you think the slave states were so strongly opposed to the prohibition of slavery?
    - Why do you think the non-slave states wanted slavery abolished?
    - At the convention the delegates agreed not to discuss the slavery issue for the next 20 years. List other ways that the delegates might have agreed to solve this problem.

ACTIVITY #2: Thirteen States Become a Nation

Materials Needed:
- Handouts #6 and #7

Procedure:
- Divide the class into 13 teams and assign each team one of the thirteen original states. Provide each group with an outline of a state.
- On that outline each group is to display the following information:
    - flag of the state
    - date the state voted on the Constitution
    - votes cast for and against the Constitution
    - delegates from the state that signed the Constitution. (Try writing their signatures just as they appeared on the original document.)
    - Display the states on a mobile that has at its center a map of the US and the title "We the People..."

LOCATING THE 13 STATES



GEOGRAPHY: Handout #1, by Dr. Cherryl Sage

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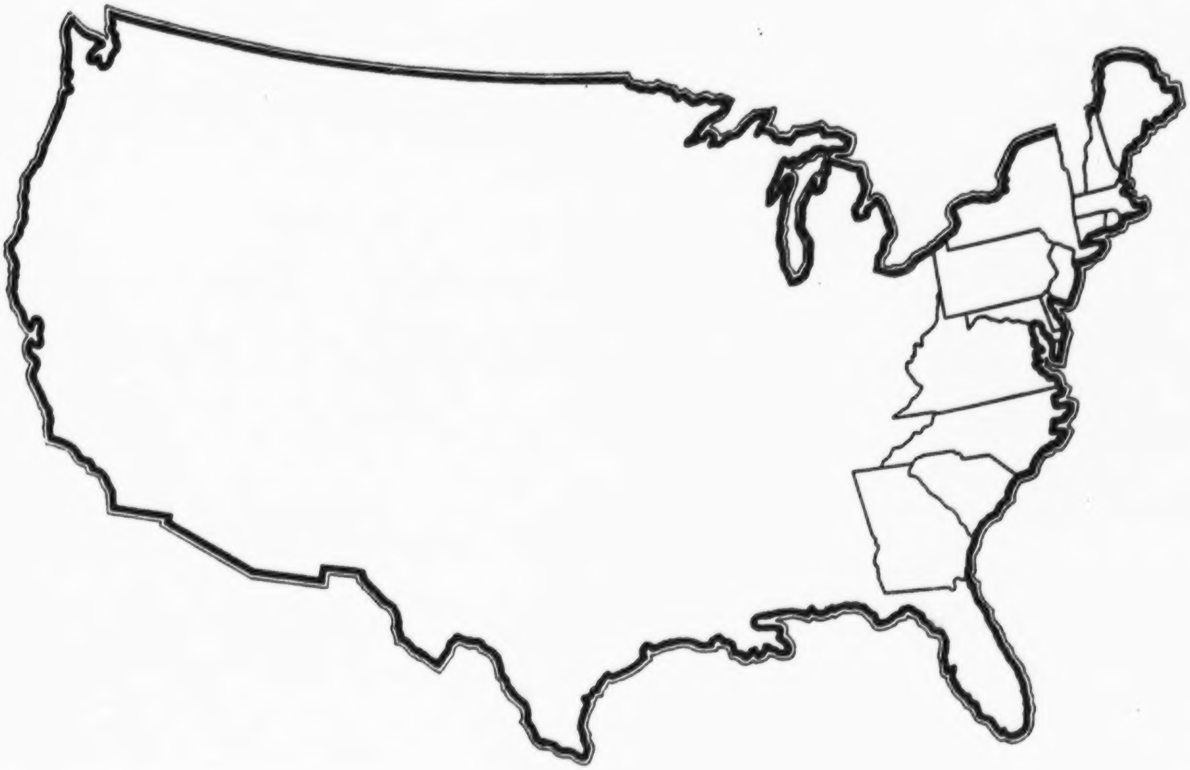
SETTLING THE NEW WORLD

We the People

STATE	SETTLEMENT	REASON
Virginia	Jamestown	trade
Massachusetts	Plymouth Boston	religious freedom
New Hampshire	Portsmouth	religious freedom better land
Connecticut	Hartford	religious freedom
Rhode Island	Providence	religious freedom
New York	New Amsterdam (New York City)	trade
Maryland	St. Mary's (Baltimore)	religious freedom
Delaware	Wilmington	trade
North Carolina	Albemarle	trade
South Carolina	Charles Town (Charleston)	trade
Pennsylvania	Philadelphia	religious freedom
New Jersey	Jersey City Gloucester City	trade
Georgia	Savannah	places for unwanted people protection from Spain & France

GEOGRAPHY: Handout #2, by Dr. Cherryl Sage



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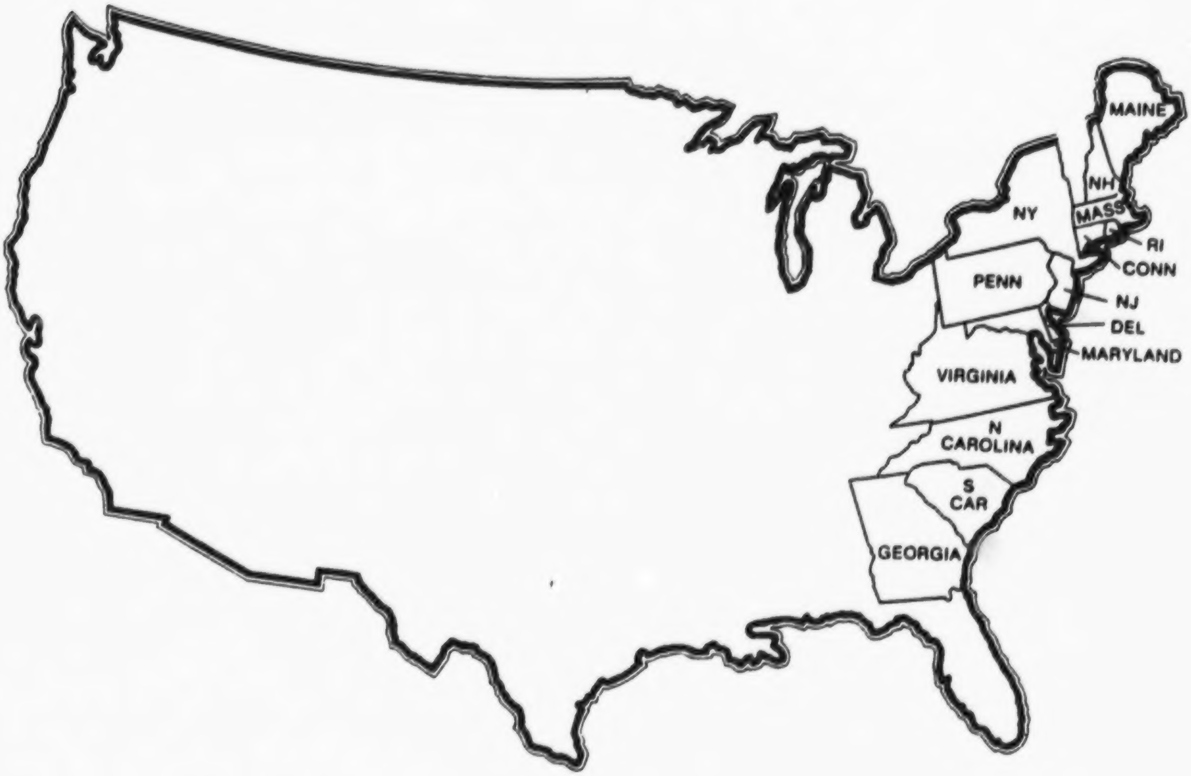
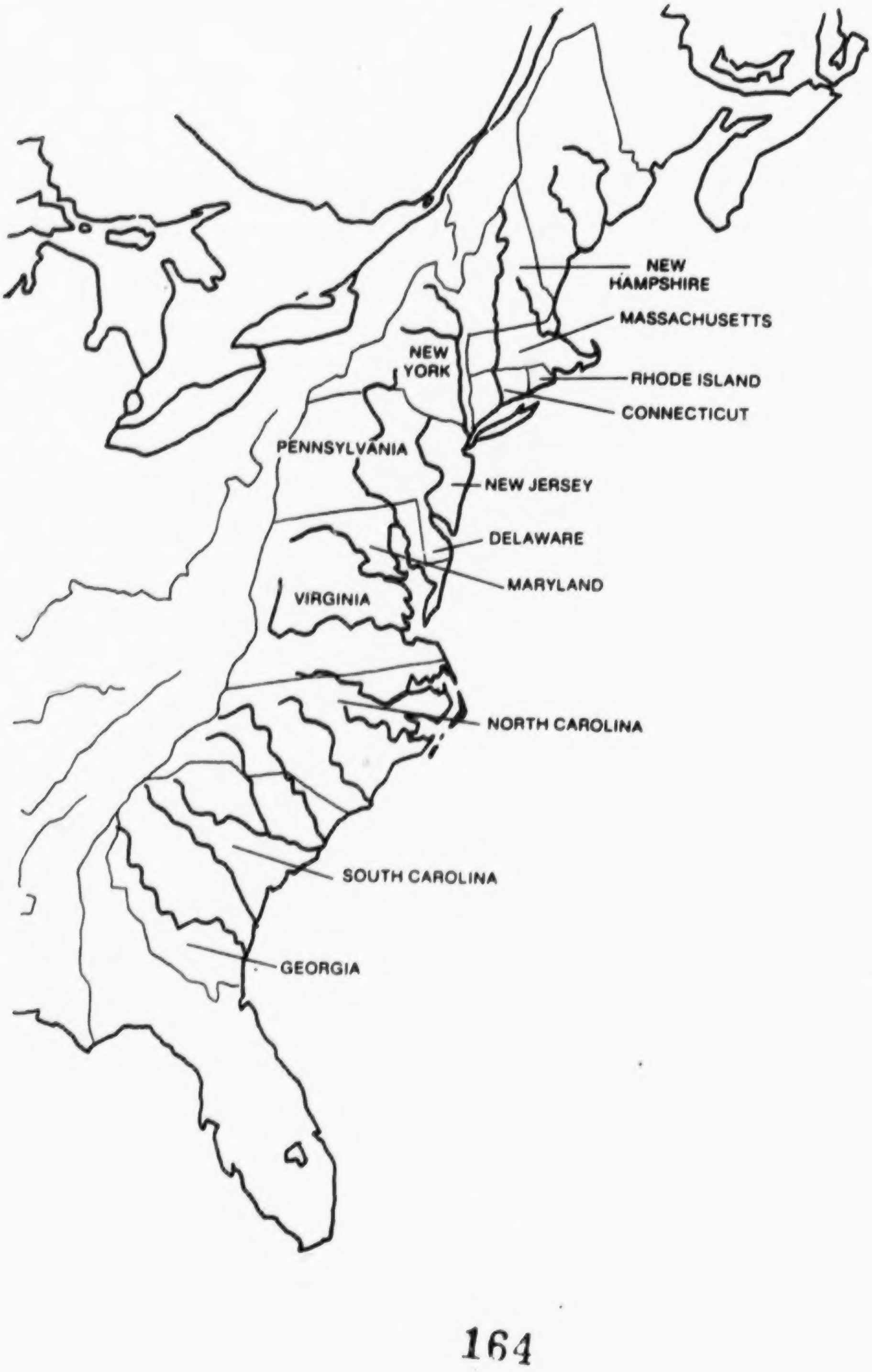
GEOGRAPHY: Handout #3, by Dr. Cherryl Sage


MAINE
NH
MASS
RI
CONN
NY
PENN
NJ
DEL
MARYLAND
VIRGINIA
N CAROLINA
S CAR
GEORGIA

GEOGRAPHY: Handout #4. by Dr. Cherryl Sage

IMPORTANT WATERWAYS


NEW HAMPSHIRE
MASSACHUSETTS
NEW YORK
RHODE ISLAND
CONNECTICUT
PENNSYLVANIA
NEW JERSEY
DELAWARE
MARYLAND
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA

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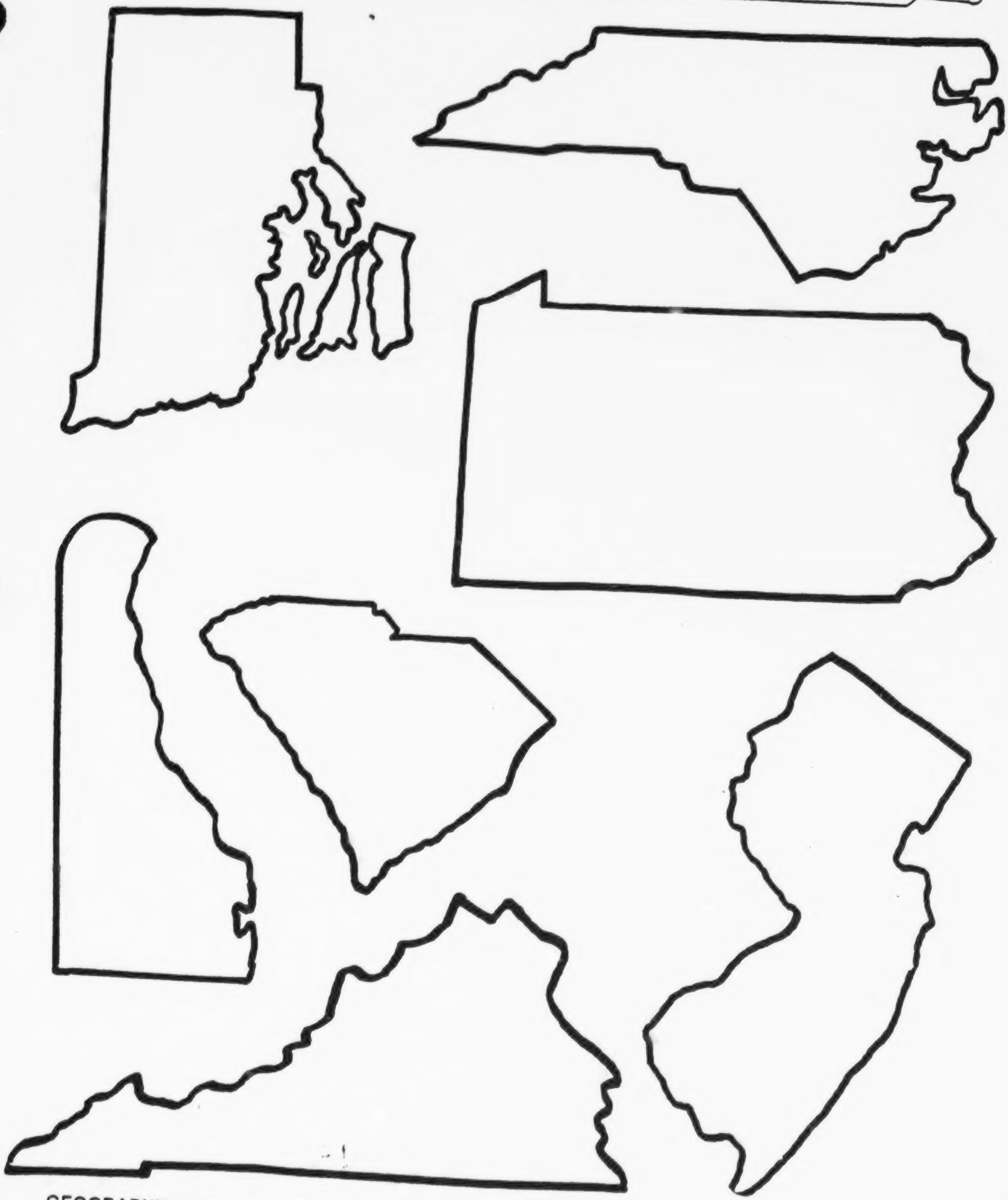
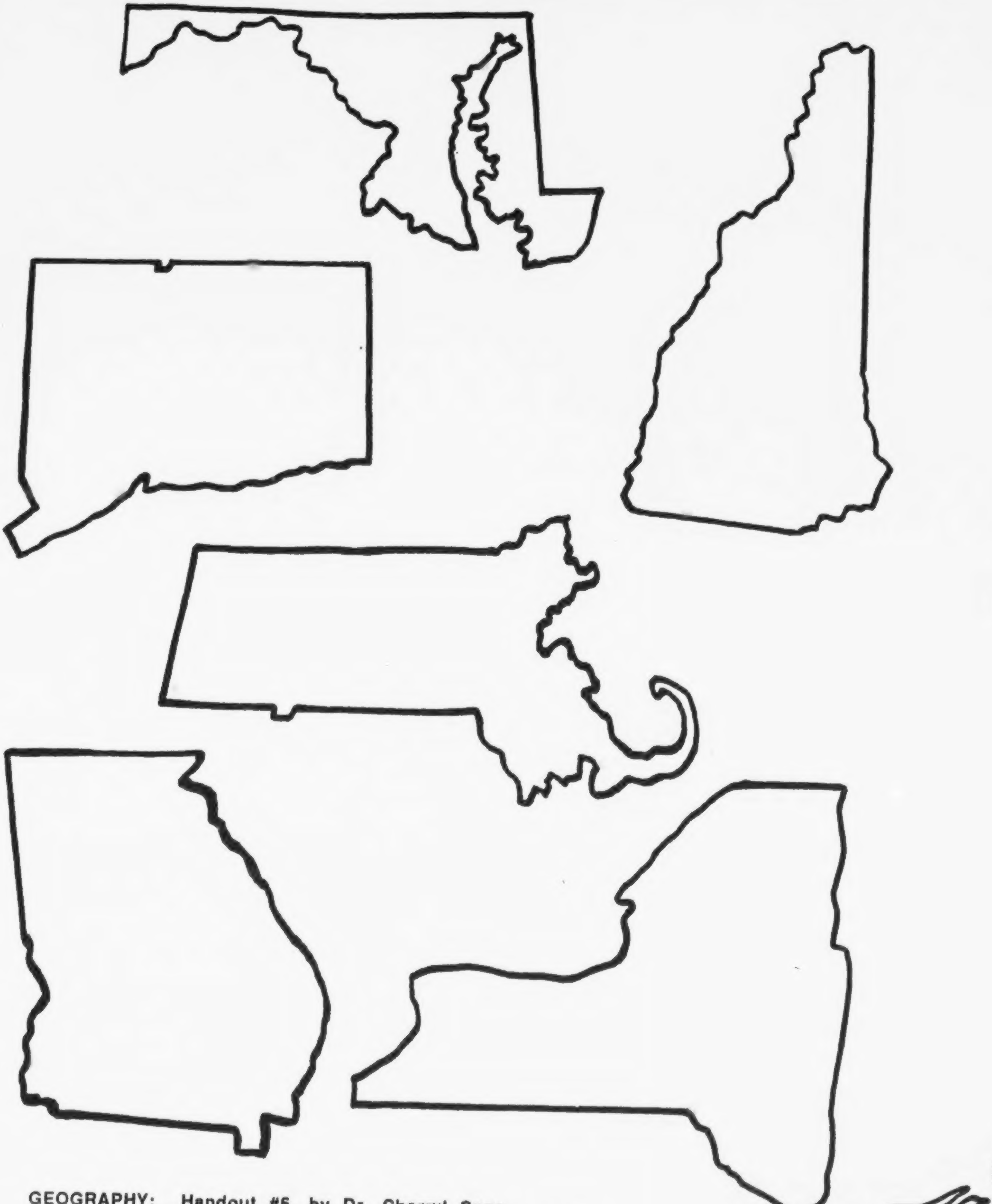
GEOGRAPHY: Handout #5, by Dr. Cherryl Sage

STATES AND SHAPES



GEOGRAPHY: Handout #6, by Dr. Cherryl Sage

STATES AND SHAPES



GEOGRAPHY: Handout #6, by Dr. Cherryl Sage

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RATIFYING THE CONSTITUTION

We the People

STATE	DATE	VOTE
Delaware	12/7/1787	unanimous
New Jersey	12/18/1787	unanimous
Georgia	1/2/1788	unanimous
Pennsylvania	12/12/1787	46-23
Connecticut	1/9/1788	128-40
Massachusetts	2/6/1788	187-168
Maryland	4/28/1788	63-11
South Carolina	5/23/1788	149-73
New Hampshire	6/21/1788	57-47
Virginia	6/26/1788	89-79
New York	7/26/1788	30-27
North Carolina	11/21/1789	*
Rhode Island	5/29/1790	**

* North Carolina voted no initially, but ratified the Constitution and joined the Union in 1789.

** Rhode Island refused to even hold a convention, but officially joined the Union in 1790.

6) Economics

ECONOMICS: TABLE OF CONTENTS

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STATES CAN'T TAX IMPORTS OR EXPORTS

TAX: SAME FOR ALL

THE CONSTITUTION AS A CONTRACT

THE RIGHT TO PROPERTY: CHOICE

ECONOMICS AND THE CONSTITUTION

The Declaration of Independence and the Preamble to the Constitution contain basic ideas about government and property. The Declaration of Independence states that . . . "all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." The pursuit of Happiness meant the right to own property and to have it safeguarded. It also meant the right to strive for the good of all people, not only for one's personal happiness.

Conflicts about property often center on the issue of personal rights versus the good of the whole. Can government, in the interest of the public good, make decisions about private property which are in conflict with the interests of the individual who owns it?

The Preamble to the Constitution states that the Constitution was established for the purpose of establishing Justice (protecting property, due process of law) insuring domestic Tranquility (promoting cooperation among various groups in the society), providing for the common defense (insuring national security), promoting the general Welfare, and securing the Blessings of Liberty (protecting individual liberty for citizens.).

Issues involving the public good and private ownership are difficult to resolve in that someone must rule as to which takes presidence over the other. The XIV Amendment of the Constitution puts constraints on States so that they may not pass laws or resolutions that allow private property to be taken without due process of law.

> . . . nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Other articles of the Constitution deal with coining of money, the establishment of a National Post Office, taking of a census, State boundaries, issues of borrowing and debt, patents and copyrights (personal property), and due process.

The lessons in this section will center around the issues of justice (ownership of property), responsibility, due process as related to property rights, and other economic concerns such as the coining of money.

AN ELEPHANT FOR EGGS

Grades: Primary

Materials Needed: Items such as stickers or pictures of items for trading (about three per student), pretend dollar bills

Introduction: The Constitution mandates that Congress will be responsible for regulating commerce with foreign nations and among the states. This lesson will help students explore the barter system, trade-offs, opportunity cost, and the importance of having a medium of exchange that will make trade effective, fair, and fast. Other economic issues included in this lesson address the division of labor, and the interdependence of people in trade.

Ask students to tell about the times they traded for something. How did they feel about the trade? Tell students another name for trade is barter. Give students items to trade. Have a few students demonstrate the silent bartering game.

In the silent bartering game, a student places items to be bartered on a table and hides in the room. When the student is ready to barter, he whistles and another student places items next to the original set. The second student then hides and gives a signal to the first student that the bartering can begin. If the first student accepts the offered items, they are taken, and the second student picks up her newly acquired items. If the first student is not pleased with the offer, he hides again, whistles and waits for more items to be placed next to his. If he is satisfied with the second offering, he makes the trade.

After the silent bartering time is over, let all of the students barter their items. Discuss the problems they encountered, such as the difficulty in deciding value and, the feelings of the trade not being fair or of not getting something worthwhile. (This would be a good time to teach the students that every decision has an opportunity cost, the cost of what they didn't get in the trade-offs.)

Ask students to pretend that their mother needed some eggs from the supermarket and that she took an elephant to trade. How would anyone decide how many eggs equals an elephant? Elicit possible answers.

Ask students what works better than bartering? What does your mother use to trade with at the store? Guide students to realize that money as the medium of exchange makes buying and selling faster and more equal.

To incorporate the idea of the division of labor, have students represent different occupations such as carpenter, baker, doctor and mail carrier. Have them use money to pay for the goods and services needed from one another. Discuss the efficiency of using money in buying and selling transactions.

SUGGESTED BOOKS:

Bargain For Frances, by Russell Hoban
Department Store, by Gail Gibbons
A Special Trade, by Sally Wittman
Ox Cart Man, by Donald Hall
Peoples' Candy Store Secret, by David S. Michaels

LET'S SHAKE ON IT!

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: A copy of the signatures on the U.S. Constitution

Introduction: The United States Constitution is a contract which gives power and responsibility to Congress, the states, and the people. It ensures due process in legal matters, and contracts are legal. This lesson deals with contracts, contract obligations, and trade-offs. A contract ensures both parties that the other person intends to fulfill contract stipulations. The lesson encourages students to discover the many uses of contracts, to become aware of illegal contracts, the rules of signing a contract, and actions that can be taken when a contract is broken.

Teach the difference between a promise and a contract. A promise doesn't require anything in return. People can easily change their minds. A contract involves an offer and an acceptance. It is an exchange of promises between two or more people. Have children give examples of each.

Show students different kinds of contracts and have students analyze the differences. Contracts can be written or oral. Oral contracts require a witness. Written contracts are safer. Sometimes a person can't get everything he/she wants in a contract. There may be trade-offs in the form of additions and deletions.

Teach the rules before signing a contract:

1. Get all promises in writing.
2. Make a clear statement of what each person is going to do.
3. Put in the date and place of contract.
4. Put the name and address of both parties in the contract.
5. Don't leave blank spaces. (Ask why?).
6. Cross out what you don't like.
7. Read and understand before you sign.
8. Get a lawyer if you need one.
9. Think about what might happen if the contract is broken.
10. Have a time limit in the contract.
11. Get the signatures of both parties.

Illegal contracts do not have the backing of the court system. Ask children to give an example of a contract which would not be supported by the principal or teacher, such as someone else doing your school work for you.

Have students design a simple contract between the teacher and students, such as doing a certain amount of school work. Set a time limit. Talk about consequences if the contract stipulations are not fulfilled. Map a webbing chart so students can see what might happen. After the contracts are signed, shake hands on it.

When the time limit has expired, discuss the fulfillment of the contract stipulations. Discuss actions for those who did not follow the contract. Court can be set up to deal with the contract breakers.

SUGGESTED BOOKS

What's In Fox's Sack?, by Paul Galdone

BAIL: FREEDOM AT WHAT COST?

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Copies of the Constitution

Introduction: Definition: Bail - Money given as a pledge that permits a person accused of a crime to leave jail before the trial is held. If the person fails to appear for the trial, the money is forfeited.

Our Constitution, as opposed to some others, guarantees that a person is innocent until proven guilty. Therefore bail allows an accused person to remain free until his trial.

1. Ask the students to tell what they think the word bail means and why it is necessary.

2. Ask them to look through the Constitution until they find some reference to bail. (Read and discuss the Eighth Amendment.)

3. Role play situations where bail would apply. For example, a millionaire is arrested for speeding. Should his bail be set exorbitantly high because of the amount of money he has? On the other hand, a poor man commits cold-blooded murder, should his bail be exceptionally low because of his lack of money?

ACTIVITY:

1. Have the students take a field trip or call the local courthouse. Find out who determines bail? Are there pre-set guidelines?

2. Invite a lawyer and/or a policeman to talk to the class and give his opinion of how bail is set. Do they have similar opinions? Why or why not?

DEBT: LET THE MARKET DECIDE

Grades: Intermediate - High Ability Students

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Graph paper, encyclopedias

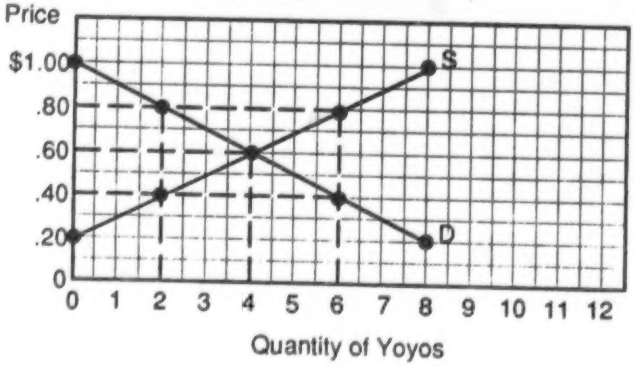
Rhode Island was the only state that was not represented at the Constitutional Convention. Among the reasons Rhode Island failed to attend was fear that a new government might take strong measures to collect the debts that many people were unable to pay.

In one Massachusetts county the number of men behind bars for debt came to twenty times the number there for all other offenses combined.

Through this lesson, the students will understand that in a market economy the market not only determines the price of goods such as automobiles, food, and housing but it also determines the price of borrowing money (interest rates). In other words, the supply (amount of money available) of money along with the demand (amount of money people are willing to borrow) determines the price of credit at equilibrium (where supply and demand are balanced and the two lines cross on the graph.

Market Clearing Price for Yoyos

(Activity for Lesson 12)



PROCEDURE:

1. Discuss with students what it means to be in debt to someone and how it can occur. At this point, tell students that a person can't borrow from another person unless that person is willing to lend and get something from it (coincidence of wants.)
2. Explain the supply/demand schedule and the principles behind it.

3. Explain to students that on a supply/demand curve for credit, the number of borrowers are represented by the demand curve and the number of lenders is represented by the supply curve (figure A).

4. The price of credit (interest rates) is determined by two things: (a) the supply of lenders or money available, and (b) the number of borrowers willing to pay the price. The demand and supply curves are affected by different events. For example, if there is a high rate of unemployment the demand for money will decrease causing the curve to shift to the left (figure B). What does this do to the price of credit? It drops. On the other hand, let's say that unemployment is low and people are spending and borrowing at a high rate and the Federal Reserve (the banks' bank) wants to slow down spending. The supply of money will decrease shifting the curve to the left. What happens to the price of credit? It goes up (figure C).

5. The teacher plots on the board while students work with partners to decide the affect that the following events would have on the price of credit (interest rates).

   a. The government wants to encourage spending.
   b. The government wants to discourage spending.
   c. The banks have a shortage of cash.
   d. The cost of funds to the bank increases.
   e. The cost of funds to the banks decreases.
   f. The steel industry goes under and causes a high rate of unemployment.

EVALUATION:

1. Decide whether or not it would be wise for a person to loan money to someone whose job is not guaranteed. Explain your decision.

2. Defend the bank's position of charging 21% for a loan. Give examples of events in our society that might cause this to happen.

3. During the 1700's debtors were sometimes imprisoned. What is your opinion of this procedure?

ACTIVITIES:

1. Have children read about Shay's Rebellion and prepare reports on it. This will give them some insight as to who the debtors were and the consequences they paid for being in debt.

2. Check with 2-3 banks to find out what their interest rates are.

3. Take a historical look at interest rates. Try to figure out what events may have effected the rise and fall of the rates.

4. Who is the new Chairman of the Federal Reserve and what are his job responsibilities?

Figure A

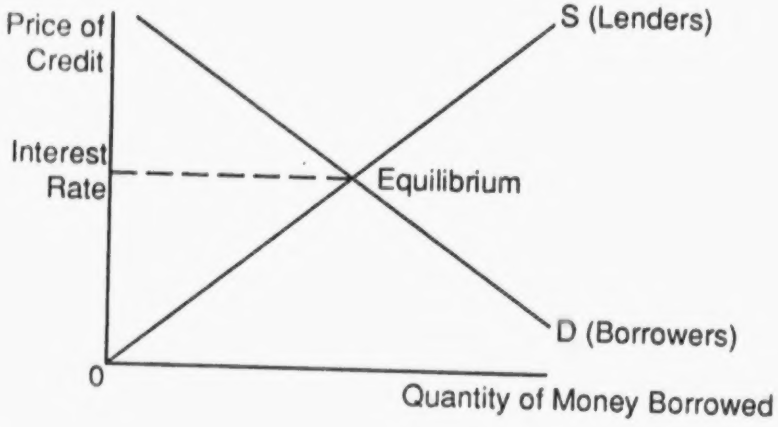


Figure B

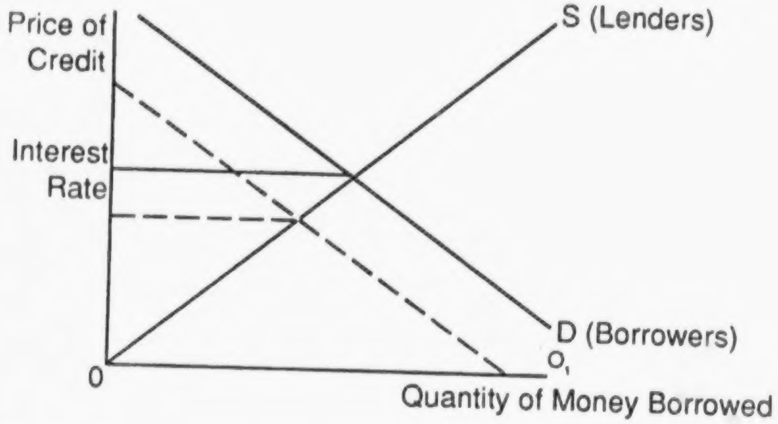
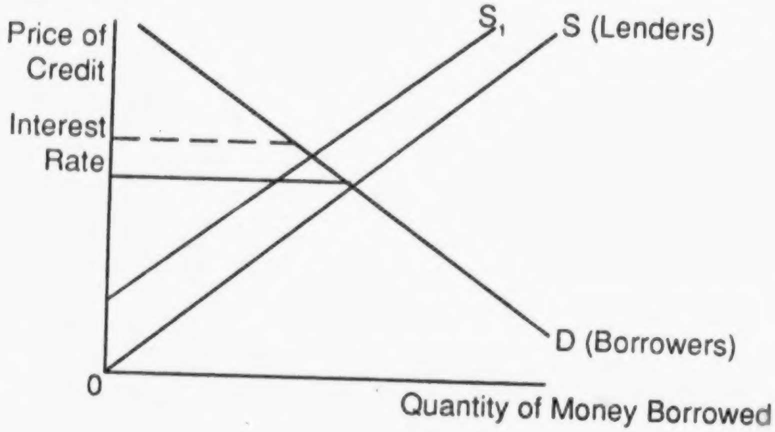


Figure C



PATENTS AND COPYRIGHTS: MINE AND MINE ALONE?

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Copies of Patent and Copyright Applications and Explanations

Introduction: This lesson is intended to be used in conjunction with "States Can't Tax Exports or Imports". This will enable the lesson to be experiential.

1. After the students have established their businesses, distribute copies of **Copyright** and **Patents**.
2. Discuss the elements and pros and cons of each. Explain to the class that copyrights and patents are meant to encourage producers to be creative and take a risk by protecting their ideas. However, by protecting the producers they help to establish a monopoly and therefore guarantee high profits for the producers.
3. Have the class list all of the inventors that they can think of (i.e. Alexander Bell, Thomas Edison, etc.) and their inventions.
4. Each society should decide whether or not it will have patents and/or copyrights. If so, how much will they cost and how how long will they last?

ECONOMICS: Patents and Copyrights: Mine and Mine Alone?, by Sharon Fields Simpson

COPYRIGHT

PURPOSE

To promote pursuit of the arts and sciences by protecting those whose creations are useful and worthwhile. To prevent someone from stealing another's personal creation.

DEFINITION

A copyright is the right possessed by a creator of literary, artistic, or intellectual creations to prevent someone else from using his creation in any fashion without obtaining his permission. A legitimate monopoly; an incentive not a certificate of merit.

ELEMENTS OF COPYRIGHT

Statuatory Copyright

1. The right to ownership of property through the government.
2. The exclusive privilege of an author to print or otherwise publish copies of literary, artistic or intellectual productions.
3. The right to give permission for their production or sale by others during the term of its existence.

Common Law Copyright

1. A transferable property right in the creator of a literary production.
2. Independent of locality, belonging to the owner wherever he may be and in whatever locality one or more copies of writings may be found.
3. Owner has sole right before it's published to perform, publish, dramatize or copy until general publication.

Thanks to Davis, Moorhead & Cerian, P.C., Denver, Colorado for the information they provided on copyright and patent.

PATENT

PURPOSE

To promote pursuit of the arts and sciences by protecting those whose creations are useful and worthwhile. To prevent someone from stealing another person's invention.

DEFINITION

Patent is the right possessed by a creator of some thing to prevent anyone else from using his/her invention in any fashion without obtaining his permission. A legitimate monopoly. An incentive not a certificate of merit.

ELEMENTS OF A PATENT

1. The right to exclude others from making, using, or selling one's invention.
2. The right to give permission to others to make, use, or sell it.
3. Protecting against unlicensed use of the patented device or process even by one who discovers it properly through independent research.
4. All rights and privileges and obligations beginning and ending with its issuing country.

PUBLIC GOOD VS. PRIVATE GOOD: THE PRICE OF CLEAN AIR

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Introduction: The focus of this lesson is to show the connection between the free market and the control of air pollution. The students will understand that air pollution standards are hard to enforce because the market economy can't handle them. Generally a problem becomes a government problem when there is no profit for private businesses.

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1. Ask students to define pollution and why they think it is a problem.
2. Ask students how much they would be willing to pay for clean air.
3. Explain to the students that a price can't be set because (a) there is no way to divide the air and sell it, and (b) people who haven't paid for clean air can't be excluded from consuming it. These two reasons help to define clean air as a public good, owned by all.
4. Remind students that people enter the market for the sake of private benefits. Therefore, it wouldn't be cost effective for a business person to market clean air.
5. Discuss with students some methods that have been used to clean up the air. Some of these are: car pooling, emissions testing, and fines placed on industries. Explain to the class that the reason these methods have not worked is because consumers are not willing to pay the price for clean air.
6. Review the following principles of supply and demand with the students. If all other variables remain the same, as the demand for something rises, the price rises and as supply rises the price falls. The reverse of this is also true. Therefore, if we want to curtail the misuse of clean air, we must raise the price which would then lower the amount of misuse.
7. Some economists have suggested giving every citizen and industry transferable pollution rights. Congress would set the quantity of pollution and let the market determine the price. If a person or industry does not use all of their rights, then they can sell their remaining rights to individuals or industries who need more. The supply and demand for pollution rights would establish a price for clean air.

EVALUATION:

1. Why do people pollute the air?
2. Why have some attempts to clean up the air been unsuccessful?
3. How would you solve this problem?
4. What is it about air that makes it a public good? It is owned by all.

ACTIVITY:

Have students research the Clean Air Act. Find out what it was intended to do. Students should also decide whether or not it has been successful and why.

STATES CAN'T TAX IMPORTS OR EXPORTS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Paper, pencils

Introduction: Under the Articles of Confederation, each state operated like a republic. The states took pride in being called "sovereign and independent". Trade and commerce was a major issue between the states. Maryland and Virginia were engaged in a strenuous quarrel over the navigation of the Potomac River. Nine states retained their own navies. James Madison wrote, "Most of our political evils may be traced to our commercial ones."

Under the Articles, the act of each state taxing trade and commerce could have stunted our economic growth. Article 1, Section 10 of the Constitution states in part, "No state shall without the consent of Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States and all such laws shall be subject to the revision and control of the Congress."

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1. Divide the class into three equal groups. Each of these groups will establish themselves into states or societies. Each society will be responsible for establishing the rules (Laws), making money and hiring its officials, through a democratic procedure.
2. The societies decide how each citizen will earn their money and how much they will earn. Different money should be designed and printed for each society.
3. Individuals within each society will establish businesses and products to sell to any one in the class who wishes to purchase.
4. Each society should establish a tariff (tax) on all merchandise entering (imports) and leaving (exports) their societies. They should also charge each person a tax for entering their society whether or not they buy or sell anything. Each student should keep records of all expenditures (taxes, purchases, etc.).
5. This entire lesson should take one to two weeks.

EVALUATION:

1. How was the economy affected by the success of the businesses?
2. Why would a state choose to impose an import and/or export tax?

ECONOMICS: States Can't Tax Imports or Exports, by Sharon Fields Simpson

3. What effect are these taxes likely to have on the economy of the state in which they are enforced?

4. In the long run, is it to a states advantage or disadvantage to charge import and export taxes?

TAX: SAME FOR ALL

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Paper, pencils, chart paper

The purpose of this lesson is to help students to understand that taxes can have different effects on different income groups. There are three types of taxes: progressive - takes a higher percentage from the higher income levels; regressive - takes a higher percentage from the lower income levels; and proportional - takes the same percentage of tax from all income groups. (You may wish to chart these terms and post them in the classroom).

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1. Have students search through the Constitution (Article 1, section 2 and 8) to find references made to taxes.

2. After reading and discussing these sections, have them read Amendment Sixteen. Explain to them that this is the adoption of the Federal Income Tax. This Federal Income Tax became law in 1913. The Federal Income Tax is a progressive tax.

3. Taxes on food and clothing are regressive because everyone must eat and purchase clothing. Therefore, the lower income bracket is paying a higher percentage of their salary. In order to make their taxes less progressive, Pennsylvania is one state that doesn't have sales tax on food and clothing.

4. Prior to the addition of Amendment Sixteen, less than 1% of the population was required to pay income taxes.

5. Classify each of the taxes below by placing an "**X**" in the appropriate boxes. Discuss the reasons for correct answers.

Tax	Proportional	Progressive	Regressive
1. Food			
2. Cigarettes			
3. Imported Wines			
4. Corporate Income Taxes			

ECONOMICS: Tax: Same for All, by Sharon Fields Simpson

ACTIVITY:

Divide the class into four groups (families). Using play money, give Family I an income of $1,000; Family II an income of $5,000; Family III an income of $10,000; and Family IV an income of $20,000. Apply the following taxes to each family and discuss what type of tax each is.

	Income	Tax A	Tax B	Tax C	Tax D
Family I	$1,000	$500	$500	$100	$100
Family II	$5,000	$500	$1,000	$500	$600
Family III	$10,000	$500	$2,000	$1,000	$1,300
Family IV	$20,000	$500	$4,000	$2,000	$2,800

Answers: Tax A is most regressive, then Tax B, then C (which is proportional and Tax D (which is progressive).

THE CONSTITUTION AS A CONTRACT

We the People

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation, Knowledge

Materials Needed: Copies of the Constitution; brown butcher paper, video "The Living Constitution" or any video or film about the Constitution; Handout: "Contracts"

Introduction: The purpose of this lesson is to involve students in a discussion which compares and contrasts the Constitution of the United States with other legal contracts and to develop a classroom constitution or contract.

1. Discuss contracts, what they are and the seven things that make them legal. (see attachment)

2. Discuss the fact that the Constitution is a social contract and explain why.

3. Divide the class into groups of 3 or 4. Each group should read through the Constitution and list the promises made by the government to the citizens and the promises made by the citizens to the government.

SECOND DAY

4. Continue the group work from the previous day. Each group should share their list with the class. A class recorder (teacher) records each group's information on the board without duplicating any of the information. (Save this list).

THIRD DAY

5. If possible, show film or video about the constitution and discuss the three branches of government.

FOURTH, FIFTH AND SIXTH DAYS

6. Class brainstorms behaviors (legislative branch) necessary by both the teacher and students to make the learning experience a successful and enjoyable one (i.e. teacher being prepared; students being prepared; participation; no fighting; etc.)

7. After deciding on the necessary behaviors the students should decide on the consequences and set up a court system (Judiciary) to hear cases involving the classroom laws.

8. Next, they should decide (theoretically) what the role of the teacher (executive) will be.

9. The final step is for each of the groups to put the information together in the form of a classroom constitution (contract). Categorize the rules into articles and sections and copy onto previously prepared (wrinkled and ironed) brown butcher paper.

SEVENTH DAY

10. Celebration and signing of class constitution (contract). Each class member including the teacher will sign the constitution which will be posted in the classroom.

EVALUATION

1. What is a contract?
2. What makes the Constitution of the U.S. a contract?
3. Is it binding?
4. What usually happens to citizens or government officials who break the contract? (Iran-Contra Affair)

REFERENCE

Our Constitution and What It Means. (Webster Division/McGraw-Hill Book Co.)

About The Constitution of the United States of America. (A Scriptographic Booklet by Channing L. Bete Company)

CONTRACTS

Is it a contract?

Basically, a contract is a promise made by two or more people in which each agrees to do or not to do something.

Seven things that make a legal contract.

1. One person must make an offer and the other person must accept it.
2. All parties must understand each other and the agreement.
3. Something of value must pass between the parties to show they mean business.
4. Everyone must understand what they are doing.
5. The agreement must not be against the law.
6. The agreement must be serious and not a joke. The parties must really mean to make an agreement.
7. Important contracts must be in writing. They should be read and studied carefully before signing.

THE RIGHT TO PROPERTY: CHOICE

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Handout: "Decision-Making Grid"

Introduction: The framers of our Constitution put a great deal of importance on an individual's right to own property. As a result this is a protected right throughout our Constitution. Students should be taught that because of limited resources **(scarcity)** we cannot have everything that we want and therefore must make **choices**. Choice involves **opportunity cost** (the next best alternative given up). Students should understand that by using the decision making grid, they can become better decision makers.

1. Discuss the definition of property with the students. Ask for examples.

2. Discuss some of the things the framers of the Constitution were probably referring to when they mentioned property.

3. The students should now that the framers of the Constitution were all property owners. During the time of the writing of the Constitution, most of the State Constitutions required their voters to own property, in sums ranging from twenty pounds in New York to sixty pounds in Massachusetts, though Pennsylvania, Delaware and New Hampshire had already come out for free elections. In the end, the United States Constitution required no property qualifications for the men who were to govern the country, whether Senators, judges or chief executives.

4. Ask the students to look through the Constitution for references to property and property rights.

5. Have the students name as many things that they can think of that are considered property.

6. Introduce the decision making steps and the grid. (see attached grid)
   a. Define the problem
   b. List alternatives
   c. State criteria
   d. Evaluate alternatives
   e. Make decision

7. Have the students pretend that they have been given fifty dollars to do whatever they want. They really **need** a pair of tennis shoes and **want** one of the expensive brand names. However, we all know that there are numerous types depending on the use that they have for them (jogging, basketball, styling).

ECONOMICS: The Right to Property: Choice, by Sharon Fields Simpson

8. Draw the decision making grid on the board. Ask the following questions. Use the classes' answers to complete the grid.
   a. What are your alternatives?
   b. What criteria should be used in considering these alternatives?
   c. Evaluate each alternative according to the criteria.
   d. Make your decision.

ACTIVITY:

Have each student write a situation based on a personal experience during which he/she couldn't decide on what to do with money.

DECISION-MAKING GRID

ALTERNATIVES	CRITERIA					

7) Fairy Tales on Trial

FAIRY TALES ON TRIAL: TABLE OF CONTENTS

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BACKGROUND INFORMATION

The judicial system of our government was established in Article III of the Constitution. The criminal trial process is specifically regulated by the Bill of Rights in the 4th, 5th, 6th, 8th and 14th amendments to the Constitution. The civil trial process is also regulated by social Constitutional guarantees such as due process restrictions on court jurisdiction and certain restrictions on the way in which judgments are enforced where interstate matters are concerned.

The essential guarantee of the due process clause is fairness. What that means with regard to the American legal system is that all judicial procedures must be fundamentally fair to the individual whenever his life, liberty or property is at stake. Any time the judicial process will determine if someone will spend time in jail, or pay money to someone, his life, liberty or property is at stake. As you can see, due process is a part of most court actions.

The mock trial process is a way for students to explore the American legal system and to develop critical thinking skills. The focus of these materials is a very basic issue: What is fair?

MEDIATION AND LITIGATION: A LOOK AT ALTERNATIVES

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis.

Materials Needed: Beatrix Potter's "Peter Rabbit"; a doll or baby's shoes and jacket (preferably blue); Steps in Mediation Process written out on poster board and posted for reference

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Introduction: Sometimes a conflict can only be resolved by court action. Other times, however, a conflict can be resolved between the parties with the help of a mediator, without recourse to the courts. The following activity is adapted from an idea presented by Belinda Smith, director of the New Mexico Law-Related Education project.

The text for the activity is Beatrix Potter's "Peter Rabbit", the classic story about a rabbit's misadventures in Mr. McGregor's garden. Imagine that Mr. McGregor is terribly angry, when, after chasing Peter Rabbit all around the garden, he finds that his beans and radishes have been eaten and his cucumber frame has been broken. He is so upset upon surveying the damage that he decides to do something, once and for all, about that pesky rabbit.

But what should Mr. McGregor do? He could go to court, and sue Peter Rabbit for trespassing and damages. Pretend, however, that, when all is said and done, what he really wants is a promise from Peter to stay out of his garden, and some compensation for the damage. Imagine, though, that Peter is so afraid of admitting to his mother what he has done, that he refuses to acknowledge even being in Mr. McGregor's garden, and claims to know nothing about the damage done there.

This activity will contrast two methods of resolving conflict: use of a mediator to settle the dispute out of court, and the more familiar adversarial process.

Review the story of Peter Rabbit with the class. Although the following summary of the story is offered, you are encouraged to make available to the students the text illustrated with Beatrix Potter's original drawings.

Summary: Beatrix Potter originally wrote The Tale of Peter Rabbit as an illustrated letter to a five-year old who was ill. In the story, Mrs. Rabbit told her children, Flopsy, Mopsy, Cottontail and Peter that they could not play in Mr. McGregor's garden, where some time before Father Rabbit had been put into a pie by Mr. McGregor. Flopsy, Mopsy and Cottontail did as they were told, but naughty Peter went straight to the forbidden garden. There, he ate enough of Mr. McGregor's growing vegetables to make himself sick - but not as sick as he must have felt upon meeting Mr. McGregor who called Peter a thief and ran after him waving a rake. The frightened

Peter lost some of his clothing in his haste to get away, and caught a cold after hiding in a can which happened to be full of water. Finally escaping, Peter returned home to be nursed by his mother.

Background to the class: Mr. McGregor wants an admission of guilt from Peter, a promise that he will not return, uninvited, to the garden, and payment in full for the damage to his crops and cucumber frame. The total amount of the damage is $100.00. Peter Rabbit says he never went near Mr. McGregor's property, and certainly isn't going to pay for damage he didn't do.

Strategy 1: Litigating the Case.

A. Getting Ready.

Explain that the class will first act out a trial. (Depending upon the size of your class and the physical facilities, you may wish to divide your class into two groups and have two role-plays proceed simultaneously.) Mr. McGregor is the Plaintiff, and Peter Rabbit is the defendant. The charge is trespassing, and Mr. McGregor has requested damages of $100.00 and an injunction against Peter's ever again setting foot on his property.

The Seventh Amendment of the Constitution guarantees the right to trial by jury in all cases in which the value in controversy exceeds twenty dollars. While seating a jury will allow you to involve more students, be sure the students understand that you could also choose to have a case heard by the judge alone. That is called a "trial to the court" and, in that situation, the judge would act just like he does in the script that follows, but he or she, instead of the jury, would render a verdict. Select students to play the roles of the jurors, the judge, Peter Rabbit, Mr. McGregor, the Bailiff, Attorney for Peter Rabbit, and Attorney for Mr. McGregor.

You may use the glossary included with these materials to review with the class the various actors in the courtroom scenario. Use the diagram provided to arrange your classroom like a courtroom.

The class should be aware that the Rules of Evidence have been relaxed a bit in order to focus on the contrast between litigation and mediation. For example, Mr. McGregor would not be allowed to say that Peter Rabbit left behind the articles of clothing unless he had seen him do so.

B. The Trial.

Mr. McGregor v. Peter Rabbit

Bailiff: All rise. This Court is now in session. The Honorable Judge__________________ presiding. (After judge sits down.) Please be seated.

Judge: Are the parties both present. (They nod.) Counsel for Mr. McGregor, do you wish to make an opening statement?

Attorney for Mr. M. coming to the podium: Your honor, ladies and gentlemen of the jury, we will show that on June 3, 1987, Peter Rabbit entered Mr. McGregor's garden without permission, and ate vegetables which Mr. McGregor could have sold at Farmer's Market for $100.00.

Judge: We will hear from counsel for Defendant.

Attorney for P.R. coming to the podium: Your honor, ladies and gentlemen of the jury, the evidence will make clear that, on the day in question, Peter Rabbit got lost when he went looking for his mother who had gone to the baker's. He did not go to Mr. McGregor's garden, and knows nothing about any vegetables or cucumber frame.

Judge: Will Plaintiff call his first witness?

Attorney for Mr. M: I call Mr. McGregor to the stand.

Bailiff: Please raise your right hand. Do you swear that the statements you are about to give are the truth, the whole truth, and nothing but the truth?

Mr. McG: I do.

Bailiff: Please be seated.

Atty for Mr. M: Please state your name and occupation.

Mr. M: John J. McGregor, Farmer.

Atty for Mr. M: What were you doing on the afternoon in question?

Mr. M: Working in my garden, as usual.

Atty for M: Did you see anyone while you were working?

Mr. M: Yes, that pesky Peter Rabbit.

Atty for M: What was he doing when you saw him?

Mr. M: Running around the cucumber frame.

Atty for Mr. M: What did you do?

Mr. M: I tried to chase him off my property before he damaged my vegetables.

Atty for M: Did you succeed in chasing him off?

Mr. M: Yes, but not before he ate my beans and radishes and trampled my cabbages and potatoes, and totally destroyed my cucumber frame.

Atty for M: What was the value of the vegetables and cucumber frame?

Mr. M: Well, I could have sold the vegetables for $40.00, and it will cost me $60.00 to build a new frame, so I guess I had total loss of $100.00.

Atty for M: (To the judge): May I approach the witness?

Judge: Yes.

Atty for M: I show what has been marked as exhibit A. Can you identify these items?

Mr. M: 2 little shoes.

Atty for M: I show you what has been marked as exhibit B. Can you identify this item?

Mr. M: A little blue jacket.

Atty for M: How do you come to have these items?

Mr. M: Peter Rabbit left them behind when he got away.

Atty for M: Mr. McGregor, why are you seeking an injunction against any further entry on your property by Peter Rabbit?

Mr. M: Because that Rabbit is just like his father before him. There is no question in my mind that he'll keep coming on to my property and eating my vegetables if he isn't stopped once and for all.

Atty for M: I have no further questions.

Atty for PR: Mr. McGregor, you didn't see him eat your vegetables, did you?

Mr. M: Well, no, but it had to be him.

Atty for PR: And you didn't see him drop the shoes or jacket either, did you?

Mr. M: No, but they're his.

Atty for Mr. M: Isn't it true that you baked Peter Rabbit's father in a pie, and you just hate the whole Rabbit family?

Mr. M: That's sheer nonsense!

Atty for PR: I have no further questions of this witness.

Atty for Mr. M: The plaintiff rests, your honor.

Judge, turning to Atty for PR: Counsel, you may call your first witness.

Atty for PR: I call Peter Rabbit to the stand.

Bailiff: Please raise your right hand. Do you swear that the statements you are about to give are the truth, the whole truth, and nothing but the truth?

PR: I do.

Bailiff: Please be seated.

Atty for PR: Please state your name.

PR: Peter Rabbit.

Atty for PR: Peter, will you tell the court where you were on the afternoon of June 3, 1987.

PR: I don't know.

Atty for PR: And why is that?

PR: I was trying to catch up with my mother who had gone to the baker's to remind her to buy carrot cake, and I got lost.

Atty for PR: What did you do?

PR: I chewed on some green stuff lying around the ground while I thought about a plan.

Atty for PR: Did you see anyone?

PR: I saw Mr. McGregor, and started to ask him to help me find my way home, but before I could, he started chasing me with a rake.

Atty for PR: Did you see anyone else?

PR: I saw a mouse carrying peas and beans.

Atty for PR: I have no further questions. (To counsel for Mr. McGregor) Your witness.

Atty for M: Peter, I show you what has been marked as Exhibits A and B. Aren't these your clothes?

PR: Yes, where did you get those?

Atty for M: No further questions.

Judge: You may step down. (To attorney for PR) Anything further?

Atty for PR: Nothing further, your honor. The defense rests.

Judge: Closing remarks?

Atty for Mr. M: Your honor, ladies and gentlemen of the jury. You are reminded that, even if, as Peter Rabbit claims, he got lost, he has committed trespass so long as he was on Mr. McGregor's land without invitation. He admits to eating something. There is no question but that my client should be compensated in full for the damage he has suffered, and Peter Rabbit should be enjoined from ever again setting foot on Mr. McGregor's property.

Atty for PR: Good afternoon. Your honor, ladies and gentlemen of the jury, we thank you for your patience. You have heard the testimony of Peter Rabbit that he merely got lost on the afternoon of June 3, 1987. While Mr. McGregor insists that Peter ate his vegetables, the evidence is undeniable that he never saw Peter touch a thing, and, in fact, Peter has testified to seeing a mouse who may well have been the culprit, if indeed there was one. McGregor is hardly a believable witness. There is testimony to show he has always hated the Rabbit family. Justice demands that you find in favor of Peter Rabbit.

Judge: Thank you for your service, ladies and gentlemen of the jury. Please retire to the jury room and reach a verdict.

Have the jury announce its verdict to the class. They may find Peter guilty of trespassing and award damages as requested; or, they may find Peter guilty of trespassing, but award no damages; or they may find in favor of Peter, and, of course, award no damages.

C. Debriefing the trial.

When the trial is over and the jury has returned a verdict, involve the class in a discussion centering on the following questions:
1. What were your overall impressions of the trial?
2. Was it difficult to be a juror? What did you like or dislike about being a juror? How did the other students perceive the role of juror? The role of judge?

3. The due process clause of the Constitution requires that trial procedure must be fundamentally fair. Was Peter Rabbit's trial fair? Did the plaintiff and defendant feel they had sufficient opportunity to bring out their stories? How did they feel about the jury's decision? How did the rest of the class feel about the decision?

Strategy 2: Mediation.

A. Background to the Students: Explain to the students that mediation is a tool which is being tried in many places as an alternative to litigation. Mediation is a form of negotiation. Mediation usually involves an independent third person, or team of persons, who acts to help resolve a dispute. The parties each describe their side of a problem, tell how they feel about the problem, and suggest many possible solutions to the problem. The mediator is there to oversee and sometimes manage the discussion, and help restate and clarify the views of the parties. A wonderful story to use to illustrate the mediation process (although in the story the Teacher is more involved with the solution than a mediator would actually be) is Who Owns the Moon by Sonia Levitin, Parnassus Press (California: 1973).

Review with the students the Peter Rabbit story and remind them of some additional facts added for this exercise: Mr. McGregor's real hope is to get from Peter a promise to stay out of the garden. He also wants some compensation for the damage. Peter has refused to admit any guilt. His real concern is that he doesn't want his mother to know what he's done. He can't imagine where he would get the money to pay for the damage, either.

Assign the roles of mediator (one or two students), Peter Rabbit and Mr. McGregor. The class should note that fewer people are involved in mediation than in litigation. What does the class think that means in terms of cost and time? What about in terms of the attitudes of the parties when it's all over?

Tell the students that they are to follow these steps in role-playing a mediation. Post the steps for easy reference:

1. Mediator explains that in mediation the two parties will make their own agreement. They must be good and respectful listeners in order to make the process work.
2. Each party will explain what he thinks the problem is, and tell how he feels about it.
3. The mediator will restate each party's views. The mediator will ask questions of each party to clarify his feelings.
4. The parties will brainstorm, but, if they cannot accept an offered solution, they will tell what their problem is with that particular solution.
5. If the parties appear to reach agreement, the mediator will restate the agreement to make sure both parties approve.
6. If no agreement is reached, the mediator will talk to each party separately, discussing the problem with them. Then the mediator brings them together, and repeats the procedure outlined in #4.

B. Role-Play the Mediation. Because of the more informal nature of the process, the students should proceed without a script.

C. Debriefing: After the allotted time, bring the class back together to discuss:

1. The role of mediator compared with the role of jury (or the the judge, in a trial to the court). Which was easier, which more difficult? What was the perception of the observers?
2. The Constitution does not apply when the individuals work things out between themselves without government involvement. Did the parties think they were treated fairly in the mediation? How did they feel about the process?
3. Was a solution reached? How did it compare to the jury's decision?
4. What are the advantages and disadvantages of each method of conflict resolution? Would one method or the other be better for different types of conflicts?

TAKING A DEPOSITION

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Beatrix Potter's, "The Tale of Peter Rabbit"

Introduction: If you were Peter Rabbit's attorney, preparing to defend Peter against Mr. McGregor's claim for trespass, you would need to know, as much as possible, what you were up against. How can you find out what Mr. McGregor is likely to say on the witness stand? In this activity students will use depositions as an information-gathering technique.

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1. Give the students some background about depositions: The rules which govern how a civil lawsuit is begun and conducted allow attorneys to take DEPOSITIONS of opposing parties. A Deposition is a series of questions which the DEPONENT (the one answering the questions) must answer under oath while a court stenographer writes down everything that is said. These depositions can serve a number of purposes, including (1) a way to learn the particulars of the other party's case; and (2) a way to show at trial that this witness' testimony is not very believable because he has changed his story since his deposition was taken.

Tell the students: Imagine you're Peter Rabbit's attorney. The questions which follow are ones you might ask at a deposition of Mr. McGregor to find out the details of his case.

Intermediate students could either make up their own deposition questions as well as the answers, or, after trying the script offered below, use the deposition technique with another story. Having the students play the parts of both the attorney and the deponent is a good way of encouraging students to get into the minds of the characters they read about.

2. Role-play the deposition groups of 4 students. One student in each group will be Peter Rabbit's attorney, one will be Mr. McGregor, and 2 will play court reporter. The court reporters' job will be to listen very closely to the answers that are given.
Tell students who play the part of Mr. McGregor to use the story and some imagination to answer the questions as Mr. McGregor would if he were answering truthfully.

a. Please state your name for the record.
b. Do you own a garden near Mrs. Rabbit's home?
c. What were you doing on the afternoon of June 3, 1987?
d. Please describe your garden.
e. Where in your garden did you first see Peter Rabbit? What was he doing?
f. Please describe what Peter Rabbit was wearing (Suppose he can't - does that cast doubt on whether it was actually Peter Rabbit he saw? Suppose he can't remember now, but finds he can by the time of the trial - does that make him look suspicious?
g. What did you do once you saw him? What did he say?
h. What did Peter Rabbit do in your garden? (Find out how much he really knows.)
i. What efforts did you make to catch Peter Rabbit?

FAIRY TALES ON TRAIL: Taking a Deposition, by Peggy Burns

j. Did you ever catch him?
k. How did your pursuit of Peter Rabbit end up?
l. Explain how you arrived at the figure of $100 for damages.
m. How can you be sure it was Peter who ate your vegetables?
n. What other animals come into your garden?

3. Debriefing. Discuss as a class how the deposition is likely to help Peter Rabbit's attorney prepare for trial. Discuss how it would be useful in trying to talk things out before the trial even happens, and possibly being able to settle the case out of court.

THE EMPEROR'S NEW CLOTHES

Grades: Upper/ Primary and Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis

Materials Needed: Copies of "The Emperor's New Clothes" (any edition) preferably, one for each student; Mock Trial Data Certificate; Affidavits of Emperor, Minister, Weaver. HANDOUT: "Background Information"

Introduction: This activity is designed as an in-depth look at the trial process, and the way in which the due process guarantees of the Constitution dictate what is done in a trial.

To the teacher: It is advisable to review the material contained in the "Background Information" Handout, particularly the elements of a case for False Representation.

Prepare the class for the "Emperor's New Clothes" mock trial. Have students read the story. Explain to the class that the story is not over. The Emperor feels that the only way he can avenge himself and show the people he is in control again is to sue the weavers. He has visited with his lawyer who has advised him that he has a good case for false representation. The lawyer feels the emperor is entitled to the return of the gold he paid the weavers plus an additional $10,000 in punitive damages. "Punitive damages" is a money award to a plaintiff which is designed to punish the defendant rather than compensate the plaintiff for loss.

Strategy 1: The Emperor's Case

The Emperor's lawyer is planning to file a complaint in District Court. According to Colorado law, the Emperor's attorney would have to prove certain things in order for the Emperor to be entitled even to the return of the gold he paid the weavers. (Review with class elements of claim for False Representation).

Distribute the Affidavits of the Emperor, the Minister and the Weaver to the class.

The attorney can't prove the element's of a claim for False Representation unless he can answer each of the following questions:

1. What is the false representation the weaver made?
2. What is the material fact which was falsely represented?
3. What facts indicate the weavers knew that what they were saying was untrue?
4. What facts indicate the weavers' intention to do something or not to do something because of the representation?
5. What facts support the idea that the Emperor relied on the representation?
6. What facts support the idea that the reliance was justified? (Note: According to Colorado law, one is not justified in relying on something which a person with similar intelligence, education or experience would recognize as false.)

FAIRY TALES ON TRIAL: The Emperor's New Clothes, by Peggy Burns

7. What facts indicate the Emperor was damaged? The affidavits of the Emperor, the Minister, and the Weaver were taken to help the Emperor's attorney answer these questions.

8. What facts will convince the jury that the weavers should give back the gold the Emperor paid, and be forced to pay an additional $10,000 as punishment for damages?

Strategy 2: The Weaver's Case

Now have the class pretend they are the attorney. The weavers want to answer the Emperor's Complaint. After listening to the weavers and reading their affidavits, the class decides the weavers may not be responsible for the Emperor's situation and decide to take the case.

Tell the students to think about the story from the weavers' perspective. Review all the affidavits. Be sure the students understand that if the Emperor's attorney cannot prove every element of the Emperor's claim for False Representation, the weavers win. The weavers' attorney's job, then, is to cast doubt on one or more of these elements. With that in mind, tell the students that their new task is to answer the following questions:

1. Can they respond to the charge that the weavers falsely represented a fact? Give facts to support your answer.
2. Can they deny that the fact was a very important fact? Give facts to support your answer.
3. Can they deny that the weavers knew that what they were saying was untrue?
4. Can they deny that the weavers intended to influence the Emperor's conduct? Give facts to support your answer.
5. Can they deny that the Emperor relied on what the weavers said? Give facts to support your answer.
6. Can they deny that the Emperor was justified in his reliance? Give facts to support your answer.
7. Can they deny that the Emperor was damaged by his reliance? Give facts to support your answer.
8. What facts would they offer to convince the Court that, even if the weavers are at fault, they shouldn't be punished by having to pay any amount above and beyond the returning of the gold that the Emperor gave them?

Strategy 3: Preparing for Trial

1. As a class discuss the answers to all the questions both from the perspective of the Emperor and from the perspective of the weavers. Together complete a Mock Trial Data

Certificate, one as the Emperor's attorney, and one as the Weaver's attorney. (Please see the lesson, Preparing for a Mock Trial in this section.)

2. Choose students to play the roles of Judge, Bailiff, Emperor's attorney, Weavers' attorney, Emperor, Minister, Weaver and Jurors (however many you wish). The class should feel free to add additional witnesses, and to modify or embellish the information given here in any way.

3. Review the roles of each of the actors with the students.

4. Review with students the outline of trial procedure which can be found in this section.

5. Move classroom furniture to resemble a courtroom.

6. Have the Emperor, Emperor's attorney, Minister, and any other witnesses for the Emperor meet to discuss strategies and rehearse. Have the Weaver, Weaver's attorney and any other witnesses for the weavers meet to discuss strategies and rehearse.

Strategy 4: Role Play the Trial

AFFIDAVIT OF THE EMPEROR

I heard about the weavers before I actually met them. They were proclaiming to anyone who would listen that their cloth was not only the most magnificent in the country, but that it would be invisible to anyone who was a fool. I summoned them to me, and they confirmed the rumors. What an opportunity to evaluate my subjects! I couldn't pass it up. I paid them handsomely, in advance, and set them up in business with looms and silver and gold thread. I sent officials of my court to survey their progress, and they came back and told me that, indeed, the cloth was magnificent. When I went to see the cloth myself, I was dismayed to find that I could not see it. Of course, I couldn't admit publicly to my blindness, for fear of the disaster which would certainly befall the kingdom if my subjects were to learn that their emperor was a fool. I trusted that what the weavers had said about the cloth's magic property was true, and so ordered a suit of clothing, in spite of my own inability to see the cloth from which it would be made. When the suit was finished, the weavers dressed me or, rather, pretended to. I believed, of course, that only because I was a fool could I not truly admire my clothed reflection in the mirror. Certain that only I was unable to see my new clothes, I paraded before my people. I heard the crowd shout, "He has nothing on." Later, my minister told me that a young child had so read the truth. My reputation is ruined. My kingdom is in chaos. And the weavers they made off with bags of gold that I had paid them in reliance upon their word.

AFFIDAVIT OF THE EMPEROR'S MINISTER

I was concerned when the Emperor agreed to pay the weavers in advance for the cloth they were to produce. After all, they were new to the city and the Emperor, always a fool for new clothing, was relying on their word. Nevertheless, they did seem to know what they were doing. One day, the Emperor sent me to report on the weavers' progress. I saw nothing. Although I had always believed I deserved the confidence the Emperor had in me, I was shaken. More important than anything else was to let no one suspect that I could not see the cloth, and, therefore, must be a fool. When the weavers asked for more gold and silver thread, I gave it to them willingly, and told the Emperor that their work was excellent. I can't believe what has happened since the grand parade. The Emperor is embarrassed to leave the castle, and the people are running wild. Those weavers have destroyed the Emperor's reign, single-handedly.

AFFIDAVIT OF THE WEAVER

(In spite of the efforts of the Emperor's private detective and the investigator used by the Emperor's attorney, only one weaver has been located within the jurisdiction. Can a judgment in the case affect the weaver who could not be found?)

We came to the city intending to play a joke, never imagining we could get away with our claim that those who could not see the cloth were fools. After all, an Emperor would certainly realize the truth when he himself could not see the cloth. But these people wanted to believe and the Emperor's own vanity and pride kept him from admitting what any fool with vision could see. We didn't lie; they lied to themselves. How could anyone claim we tricked them when we pantomimed our work and displayed an empty loom. Anyone could have seen there was nothing there. We entertained the emperor, and he paid for it. If he was hurt in any way, he did it to himself.

THE EMPEROR'S NEW CLOTHES: UNFAIR EXERCISE OF LEGISLATIVE FUNCTION

Grades: Upper Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis

Materials Needed: "The Emperor's New Clothes"

Introduction: This activity is an advanced extension of the Emperor's New Clothes mock trial.

Constitutional protections are directly involved when the government passes a law which violates an individual's rights. Imagine that the Emperor lost his case against the weavers, and was so furious that he took his wrath out on the officials of his court. Pretend that in the Emperor's country there are only two branches of government - the Executive and the Judicial. Those branches function as they do in our country, except that the Executive branch, in the Emperor's country, also has the legislative functions of the Legislative branch of government in the United States. (Otherwise, the Constitution of the Emperor's country is identical to ours.)

Thus, the Emperor had a powerful way to express his anger. He passed a law which read as follows:

> Immediately upon the effective date of this law (which is today) all government employees who could not see the weavers' cloth are fired. They will receive no unemployment pay, nor any other government benefits to which they would otherwise be entitled. There will be no hearing conducted nor right to appeal. Furthermore, they are banished from the kingdom forever.
>
> The Minister, who is, of course, affected by this law, is considering suing the Emperor for return of his job and benefits, and the right to remain in the country. He has been advised that his only hope is to ask the Court to strike down this law as unconstitutional, so that it will be erased from the law books forever.

Review the Story of "The Emperor's New Clothes".

Strategy 1: Arguing that the law is unconstitutional

Have students role-play the part of attorneys arguing to the Court that the Emperor's law is unconstitutional. The Minister's position is that his right to live wherever he wishes, his job with the government, and/or his right to receive government benefits to which he's entitled are really property rights. (There is support in "real life" for construing benefits as a property right; the right to a job is less clear.) Consequently, the Minister would argue, banishing him, firing him and eliminating his right to benefits is a deprivation of property rights protected by the due process clauses of the Constitution. The Minister's attorney will argue that this is a violation of due process: and that the law is fundamentally unfair. Could you argue that banishment is cruel and unusual punishment?

HANSEL AND GRETEL

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis

Materials Needed: Student copies of "Hansel and Gretel" (any edition); copies of Motion of Suppress and copies of constitutional provision referred to in Motion (optional); Materials included in the "Background Information" section of this unit

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Introduction: The familiar fairy tale, Hansel and Gretel, lends itself to a mock criminal investigation leading to the trial of the witch on the charge of kidnapping. The State, represented by an attorney from the District Attorney's office, must prove that the Witch, in the State of Colorado, took or lured away Hansel and Gretel, intending to keep them from their real parents.

Have students review the story.

Strategy 1: Use of these materials with primary students.

The activities which follow may be too advanced for primary grade students. You may wish to have these younger students observe the trial put on by the Intermediate students using Strategy 3, below. In that case prepare the students for the observation by talking about the facts of the story, and the issues involved in kidnapping. Review the roles and functions of the participants, using the glossary in the "Background Information" section. Review the Steps in a Mock Trial, which you will also find in the "Background Information" section.

Strategy 2: Use of Resource Persons and field trips.

Arrange for some of the following people to visit the classroom to talk about their jobs: a judge, a prosecuting attorney, a defense attorney and a bailiff. Arrange a tour of a courtroom.

Strategy 3: Conducting the Trial.

Assign students to play the roles of Judge, Jurors (as many as you wish), bailiff, Gretel, Hansel, the Witch. Review Steps in a Mock Trial found in the "Background Information" section. Move the classroom furniture around to look like a courtroom, as in the Courtroom layout found in the "Background Information" section.

VOLUNTARY STATEMENT OF HANSEL

I read, speak, and understand the English language. I am not under the influence of any intoxicant. No threats, promises, favors, or promises of leniency have been made to me by any person. My voluntary statement follows:

Gretel and I couldn't believe our eyes when we saw the house made all of gingerbread and candy. We knew we shouldn't tamper with other people's property, but we couldn't help ourselves, so we broke off pieces of it to eat. When the old lady came out and yelled at us, I said we'd be happy to do work for her to make up for the damage. She invited us in, and asked us if we wanted a hot meal and some rest before we started working. We were tired, and glad to be warm, so we accepted. She seemed to have an awful lot of work to do. I went out to the goose's pen to collect eggs, and I don't know quite how it happened, but I couldn't get out. The old lady came and told me to stick out my finger through the wire of the pen. I thought that somehow that would help her unlock the pen, so I did, but I still couldn't get out. Gretel gave me a chicken bone and told me to put it out when the old lady came. It seemed ridiculous to me, but that's what I did. I don't know what else happened until finally, Gretel got me out and said something about "That old witch is done for now. She's in the oven". We left the house, and went back to Father.

I have read each page of this statement consisting of 1 page(s), each page of which bears my signature, and corrections, if any, bear my initials, and I certify that the facts contained herein are true and correct. I further certify that I made no request for the advice or presence of a lawyer before or during any part of this statement, nor at any time before it was finished did I request that this statement be stopped. I also declare that I was not told or prompted what to say in this statement.

This statement was completed at_______ __m on the ________ day of ___________ ,
19 ____.

Witness

Signature of person giving
voluntary statement

Witness

VOLUNTARY STATEMENT OF GRETEL

I read, speak, and understand the English language. I am not under the influence of any intoxicant. No threats, promises, favors, or promises of leniency have been made to me by any person. My voluntary statement follows:

My brother Hansel and I were lost in the forest when we came to a clearing in which there was a house made all of gingerbread and candy. We began eating pieces from it until an old lady came along and stopped us. We didn't know then who she was. The old lady was very angry at first, but then her attitude changed, and she became as sweet as sugar. She invited us into her house. Although she treated us wonderfully the first day, and we were glad to stay, on the second day she put Hansel in the goose pen and made me do heavy work. She cackled about how she was going to fatten Hansel up so that she could eat him up! I gave Hansel a chicken bone and told him that, when she came to check on how fat he was, to stick the bone out of the pen, pretending it was his finger.

Finally, the terrible witch called me into the kitchen where she had made a big fire. I knew this was the day she was going to cook my poor brother! When she told me to open the oven and check the heat, I realized she planned to do the same with me. But I pretended I couldn't open the door, and when she came to do it, I shoved her in instead. I released Hansel and we ran home to Father. Somehow the witch got out of the oven and escaped, I guess, because the police found her back in her house.

I have read each page of this statement consisting of 1 page(s), each page of which bears my signature, and corrections, if any, bear my initials, and I certify that the facts contained herein are true and correct. I further certify that I made no request for the advice or presence of a lawyer before or during any part of this statement, nor at any time before it was finished did I request that this statement be stopped. I also declare that I was not told or prompted what to say in this statement.

This statement was completed at______ __m on the _______ day of ___________ , 19 ____.

____
Witness

____
Signature of person giving
voluntary statement

____
Witness

VOLUNTARY STATEMENT OF THE WITCH

I read, speak, and understand the English language. I am not under the influence of any intoxicant. No threats, promises, favors, or promises of leniency have been made to me by any person. My voluntary statement follows:

When I was cleaning my house on May 1, 1987, I heard what I thought were birds pecking at my walls. I went outside in hopes of hearing their lovely song, only to see two mischievous kids eating my gingerbread walls. Although I was disturbed to find them destroying my home, they looked tired and hungry, so I invited them in. After eating a huge meal, they promptly fell fast asleep, and I left them undisturbed. The next day, the girl, Gretel, said she'd do work around the house to make up for the damage they'd done, and for my hospitality. Hansel went out to mend the goose pen, but I didn't see him for hours. Even after I told them that they had more than paid me back, they stayed on, saying that they had no place else to go since their wicked stepmother had thrown them out and left them for dead in the woods.

One day, I asked Gretel to check on the oven for dinner. To my amazement, that ungrateful girl paid me for my trouble by pushing me in! I'd heard about kids like that, but I thought these were different. I got out, and thought I'd never hear more about those rotten kids. Was I ever wrong! Kidnapping! That's a rotten joke. I should charge that girl with attempted murder.

I have read each page of this statement consisting of 1 page(s), each page of which bears my signature, and corrections, if any, bear my initials, and I certify that the facts contained herein are true and correct. I further certify that I made no request for the advice or presence of a lawyer before or during any part of this statement, nor at any time before it was finished did I request that this statement be stopped. I also declare that I was not told or prompted what to say in this statement.

This statement was completed at_______ __m on the ________ day of ___________ , 19 ____.

____
Witness

____
Signature of person giving
voluntary statement

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Witness

BACKGROUND INFORMATION

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis

Materials Needed: None

Introduction: While "Hansel and Gretel," "The Emperor's New Clothes" and "The Tale of Peter Rabbit" are specifically considered in these materials, many other stories lend themselves to "lawsuits" based either on other civil claims, or criminal charges.

1. Decide if your case is criminal or civil.

A Civil Wrong is the commission of harm against a person's body or property. There may or may not be a specific state law which makes the action wrong. A Crime is a wrong against the public at large, and is based on the violation of a specific law. Some behaviors may subject the doer to both criminal and civil liability. For example, if a person enters your home without permission intending to rob you, and, in doing so, damages your property, that person may be prosecuted by a District Attorney on behalf of the state for the commission of a crime and face criminal fines and/or a prison term, and may also be sued directly by you for the violation of your right to maintain your property.

The following list of possible civil claims or criminal charges you might use in developing other stories and fairy tales for the mock trial format does not include every civil claim or criminal charge available in real litigation. It does, however, include those claims and charges which are most applicable for use with the mock trials in the elementary classroom. Under each entry is a list of "Elements of Liability" simplified for your use. An element of liability is an aspect of a claim or charge which must be proved in order for the complaining party to win his/her case. If every single element of liability is not proved by the plaintiff, the defendant will win.

2. What Civil Claims are available?

A. Torts: The Constitution, as written and interpreted by the Courts protects a number of basic rights. Among these rights are the right to personal security, safety, privacy, and peace of mind; the right to own and enjoy property; and the right to move freely from place to place. The Civil Claims which are described below are called Torts. Violations of these important basic rights may be a Tort and subject the doer to a civil lawsuit for damages.

NEGLIGENCE

Our rights to own and enjoy property and to our personal safety are so important that even if our property or person is hurt accidentally, we have the right to seek compensation for the damage done, when someone does not do something which a reasonably careful person would do to make sure that injury or property damage does not occur, or does do something which causes injury or property damage, and a reasonably careful person would not do the same thing, he or she may be charged with Negligence. The Plaintiff (the person who files the lawsuit) will be the person who has been injured, or whose property has been damaged. The Defendant (the person who is being sued by the Plaintiff) will be the person whose action or failure to act has been the direct cause of the Plaintiff's injury or property damage.

An example of a story or fairy tale which might serve as the basis for a mock trial is Goldilocks and the Three Bears (the Bears would sue Goldlilocks for damage to Mama Bear's chair and Baby Bear's bed).

Elements of Liability

1. The Plaintiff was injured or his property was damaged.
2. The Defendant was negligent because he or she either:
   a. did not do something which a reasonably careful person would have done to prevent Plaintiff's injury or damage or,
   b. did do something which a reasonably careful person would not have done.
3. The Defendant's negligence was a cause of the Plaintiff's injuries. "Cause" in this context means what the Defendant did or did not do, in natural and probable sequence that produced the Plaintiff's injury or damage. It is a cause without which the claimed injury would not have happened. Sometimes more than one person may be responsible for causing the Plaintiff's injury or damage, but, nevertheless, one of those people may be sued. Two children's books which are useful in talking about cause, or responsibility are (1) Charlotte Zolotow's The Quarreling Book (Harper & Row, NY1963)-- this story describes a chain of events which results when Mr. James forgets to kiss Mrs. James good-bye when he leaves for the office one morning; (2) Verna Aardema's Caldecott winner, Why Mosquitoes Buzz in People's Ears, Dial Press (NY: 1975) --when a mosquito annoys an iguana who ignores a python who frightens a rabbit, it is only the beginning of a series of events that ends in the death of an owlet and the Owl's failure to wake the sun.

Some civil wrongs show that, although the Constitution guarantees freedom of expression, there are significant limits to that freedom.

The Civil Wrongs known as False Representation, Deceit, Slander, Libel, and to an extent, Assault, all represent limitations on a person's right to free expression. Discuss with your classes why these particular limitations do or do not seem appropriate.

FALSE REPRESENTATION AND DECEIT

False Representation may have occurred when a person communicates to another in oral or written words, or behaves in such a way to another, so as to create an untrue or misleading impression in the mind of another. A case for Deceit is built upon the Defendant's failing to tell someone something which the Defendant had an obligation to tell, or by purposely covering up the truth or preventing the Plaintiff from discovering the truth for himself. The Plaintiff will be the person who has been hurt by the untrue or misleading impression which has been created, or by the omitted facts. The Defendant will be the person who created the untrue or misleading impression, or failed to tell or covered up the truth. The two causes of action, False Representation and Deceit, have separate elements of liability. "The Emperor's New Clothes" is used in these materials as the basis of mock trial activities.

Elements of Liability for False Representation

1. Defendant made a false representation of a past or present fact;
2. The fact was a material fact (see definition of "material," below);
3. The Defendant knew that the representation was false or was aware that he didn't know if it was true or false;
4. The Defendant made the representation with the intent that the Plaintiff acted or decide not to act in reliance on the representation;
5. The Plaintiff did rely on the representation;
6. Plaintiff's reliance was justified;
7. Plaintiff's reliance on the representation caused damage to the Plaintiff.

Elements of Liability for Deceit by Nondisclosure or Concealment

1. Defendant failed to disclose a past or present fact which he had a duty to disclose, or concealed a past or present fact (see definitions of "duty to disclose" and "concealment," below);
2. The fact was a material fact (see definition of "material," below);
3. The Defendant acted with the intent of creating a false impression of the actual facts in the mind of the Plaintiff;
4. The Defendant acted with the intent that the Plaintiff take a course of action he might not take if he knew the actual facts;
5. The Plaintiff took such action or decided not to act relying on the assumption that the undisclosed or concealed fact did not exist or was different from what it actually was;
6. Plaintiff's reliance was justifiable (see definition of "justifiable," below); and
7. Such reliance caused damage to the Plaintiff.

Definitions:

Material fact: a fact is material if a reasonable person under the circumstances would attach importance to it in determining his or her course of action. A fact may also be material even though a reasonable person might not regard it as important if the Defendant knows the person with whom he is dealing will very likely regard it as important in determining his course of action.

Suggested Activity: read a story with the class and list the facts. Draw two columns on the board, one labelled Material and one labelled Not Material. Have the students determine which column each fact belongs in. Discuss the reason for the classifications.

Duty to Disclose exists when:

1. Two people are in a special or confidential relationship; or,
2. One person states facts which are true but which he or she knows will create a false impression of the actual facts in the mind of the other if the material fact is not disclosed; or
3. A person knows that by his own unclear or deceptive words or conduct he has created a false impression of the actual facts in the mind of the other person; or
4. He has stated a material fact which was true or which he honestly believed to be true at the time it was stated, but which he later learned had become untrue and he knows the other person is acting under the impression that the fact as stated is still true; or
5. He makes a promise or states an intention to perform an act in the future and there are other facts which he does not disclose which make the performance of that future act unlikely.

Concealment: When a person creates a false impression of actual fact by (1) covering up the truth, or (2) by preventing the other from discovering the actual fact for himself.

Justifiable: Justifiable reliance which must exist for the Plaintiff to prevail on either a claim for False Representation or for Deceit is best explained by what it is not. One is not justified in relying on a representation which a person of the same or similar intelligence, education or experience would recognize as false. A person may be justified if he is a person of less than normal intelligence, education or experience and he relies on the representations of another and the other person, knowing of his deficiency, intentionally takes advantage of it. Someone who is defending against a claim for False Representation or Deceit might use as a defense that the Plaintiff learned the actual facts while there was still time to change his course of action but nevertheless continued on the same oath when a reasonable person under the same or similar circumstances would not have done so.

LIBEL OR SLANDER

If someone uses the spoken or written word to communicate something untrue to others about another person, or even if pictures or cartoons are used, and the reputation of that person is hurt, that person may have the basis for a lawsuit. Slander is such false communication done by word of mouth. Any such injury to reputation through the sense of sight is called Libel. The Plaintiff will be the person whose reputation has been hurt. The Defendant will be the person who communicated the disparaging words or impressions. "The Ugly Duckling" might be used for a mock trial on the basis of slander.

Elements of Liability

1. The text of the statement(s) claimed to be harmful to Plaintiff's reputation (if the degrading words are spoken, the action is for slander; if written or pictured in some form, the action is for libel);
2. The Defendant communicated the degrading words to another person (s);
3. The words were in fact degrading (Note: if the Defendant can prove that the words were substantially true, he will have a defense to the lawsuit. This, however, is the Defendant's job; the Plaintiff does not have to prove that the words were untrue.);
4. Communication of the degrading words caused particular damage to the Plaintiff's reputation.

While "substantial truth" is a defense to a lawsuit for slander or libel, another defense is called "privilege." Some people, like Congressmen, State Legislators, Ambassadors, City Councilmen and Judges, have protection for the things they say while performing their official duties. The idea behind this is that public servants should be allowed to speak their minds freely in the course of performing their jobs. Other kinds of defenses may exist where the person about whom the degrading words are communicated is himself a public person.

ASSAULT AND BATTERY

ASSAULT

A person commits an assault in Civil Law by attempting to do physical harm to another, or by openly threatening to hurt someone. As you can see, this restriction against threatening someone is another limitation to our First Amendment rights. The Plaintiff is the person who has been threatened or against whom the attempt to hurt has been made. The Defendant is the person who either threatened or attempted to hurt the Plaintiff. The "Three Billy Goats Gruff" could sue the Troll on this basis.

Elements of Liability

1. The defendant acted either with the intent of making a harmful or offensive physical contact with the Plaintiff, or with the intent of making the Plaintiff fearful that such a contact was about to occur.
2. The Plaintiff had reason to believe that such contact was about to occur. If the Plaintiff suffered damages such as medical expenses, loss of earnings, physical discomfort or inconvenience, physical illness or injury, or emotional distress, fear, anxiety, embarrassment, humiliation or loss of reputation as a result of the assault, the Court or jury may make a monetary award to the Plaintiff in an amount which will reasonably compensate him for such damages. If the Court or jury determines that no such actual damage has occurred, although the Defendant has, indeed, assaulted the Plaintiff, the Court or jury should award $1.00 to the Plaintiff as damages.

BATTERY

Battery differs from Assault in Civil Law in that the Defendant not only threatened or tried to make offensive or harmful contact with the Plaintiff, but did, in fact, make some offensive or harmful contact with the Plaintiff. Any unlawful, intentional touching of another person without his consent is battery.

Self-defense

The right to personal security is basic to all people. If a Defendant honestly and reasonably believed that under the circumstances it was necessary that he use force to protect himself, and if the Defendant did not use any more force than was reasonable to use for such protection, that Defendant is not legally responsible for the complained-of assault or battery to the Plaintiff. This is called Self-defense.

Defenses to Assault and Battery Based on Defendant's Protection of Property

The Constitution is clear in its protection of Property. In the Fourteenth Amendment, Property is considered as important as Life and Liberty. Consequently, it is not surprising that a person who might otherwise be found legally liable for assault or battery can successfully defend himself by proving that the conduct complained of happened while the Defendant was trying to protect his property.

A Defendant may have a defense to battery if (1) the Plaintiff was on the land of the Defendant without the Defendant's permission, and (2) the Plaintiff did not leave even though Defendant asked the Plaintiff to, and (3) The Defendant reasonably thought it was necessary under the circumstances to use force to remove the plaintiff from his property, and (4) the Defendant only used such force as was reasonably necessary to get the Plaintiff to leave. The same defense exists if the Plaintiff was trying to take something away from the Defendant when the battery occurred.

TRESPASS

While one has the right to travel freely from place to place, a person cannot interfere with another's property rights in so doing. A trespass has occurred when a person goes upon land or a building belonging to someone else without the permission of the person to whom the land or building belongs. Trespass also occurs when someone causes something else (i.e., water, rocks, etc.) to enter someone else's property, even if that person does not actually set foot on the property himself. (For example, someone starts a flood or rockslide which result in water or rocks entering someone else's land. It does not matter if any damage has occurred. The law regards a person's land and other real property as so sacred that mere entry by someone who has no right to be there is enough to form the basis of a lawsuit. If Plaintiff's property has been damaged in the course of the trespass, he may ask that he be awarded money to compensate him. If there has been no damage, the court or jury may award the Plaintiff $1.00. Why would someone bring a trespass action if no damage has resulted? Sometimes this is a way of establishing who, in fact, has the right to be on a particular piece of property. At other times, it can serve as a way of preventing future trespass by the Defendant.

Elements of Liability

1. The Defendant has entered upon or interfered with property;
2. Plaintiff owns or has the right to possess the property.

1. CONTRACT ACTIONS

The Constitution also acknowledges the importance of contracts (Art I, sec. 10). When two parties enter into a contract, they must both live up to their obligations under that contract. If one side does not, the other may have a claim for breach of contract, and may sue the breaching party to receive whatever it is he promised under the terms of the contract. "The Pied Piper of Hamelin" could form the basis for a Breach of Contract Action.

2. CRIMINAL ACTIONS

The Bill of Rights contains a number of provisions which attempt to insure that a person charged with violation of a criminal law is given a fair trial, and that justice will be done. These provisions are found in the 4th, 5th, 6th and 8th amendments to the constitution. As you create a mock criminal trial from stories and fairy tales, pay special attention to how you will preserve the defendant's due process rights.

The following crimes and their elements are adapted from the Colorado Criminal Jury Instructions.

MURDER IN THE FIRST DEGREE

1. The Defendant
2. In the State of Colorado
3. Caused the death of another person
4. Intending to kill someone

KIDNAPPING (of a child)

1. The Defendant
2. In the State of Colorado
3. Took or lured away a child not his own
4. Intending to keep or conceal that child from his real parent.

SECOND DEGREE BURGLARY

1. The Defendant knowingly
2. Entered, or remained unlawfully in,
3. A dwelling or building or other occupied structure
4. With intent to commit a crime

Example of possible use: The wolf in "Little Red Riding Hood"

CRIMINAL TRESPASS

1. The Defendant knowingly
2. Entered or remained without right to do so.

Example of possible use: "Goldilocks"

THEFT

1. The Defendant knowingly
2. Took something of value from another
3. With the intent to keep it

Example of possible use: "Jack in Jack in the Beanstalk"

CRIMINAL MISCHIEF

1. The Defendant knowingly
2. Damaged real or personal property of another

Example or possible use: The Wolf in "The Three Little Pigs"

OUTLINE OF TRIAL PROCEDURES FOR ELEMENTARY STUDENTS IN A MOCK CRIMINAL TRIAL

The following outline has been adapted for elementary school use from the Colorado Criminal Jury Instructions.

The first step in the trial will be the opening statements. They are not evidence. The only purpose of opening statements is to give jurors an idea of what the evidence will be.

Next the prosecution will offer evidence. The purpose of a Criminal case is brought in the name of the People of the State of Colorado. The prosecution is usually represented by a lawyer from the District Attorney's office. Evidence consists of the sworn testimony of the witnesses, the exhibits received in evidence, and facts which have been admitted or agreed upon.

After the prosecution's evidence, the defendant may present evidence in his own behalf, but he is not required to do so. When a defendant in a criminal case pleads "not guilty" to the charge against him, he is saying that he did not commit the crime. The defendant is presumed to be innocent. Therefore, the prosecution has the burden of proving each and every element of the charge beyond a reasonable doubt. Reasonable doubt means, that, when a person exercises reason and common sense after fairly and logically considering all the evidence, or lack of evidence in the case, such a person would hesitate to believe. Again, this is the prosecution's job. The defendant does not have to prove his innocence or call any witnesses or introduce any evidence.

After the conclusion of the evidence, the judge will instruct the jury on the applicable law. Then, the prosecution and defense may make closing arguments. Like opening statements, closing arguments are not evidence.

Court will be in recess while the jurors go to the jury room to think about the case and decide upon a verdict. Court will be reconvened, and the verdict announced once the jurors are ready.

OUTLINE OF TRIAL PROCEDURES
FOR ELEMENTARY STUDENTS IN A MOCK CIVIL TRIAL

The following outline of trial procedures has been adapted from the Colorado Civil Jury Instructions. You may use it as a guide for students who are preparing for mock trial presentation.

First, the attorneys have the opportunity to present opening statements. The Plaintiff's attorney goes first, followed by the Defendant's attorney. The purpose of opening statements is to give the Court and jurors an outline of each party's claims and defenses. Like all other statements made or questions asked by attorneys, the opening statements are not evidence, and cannot be considered by the jurors in rendering their verdict. The jurors' verdict, rather, must be cased upon the evidence in the case and the instructions regarding the law that govern the case. (Teachers may wish to modify the appropriate elements from the section of this Guide labeled "Civil Claims." As these elements have been gleaned from the Colorado Civil Jury Instructions, they would be an appropriate place to begin formulating jury instructions for a mock trial.) The evidence usually consists of the sworn testimony of witnesses, the exhibits which are admitted into evidence by the judge, and any facts which are admitted or agreed to. Once the trial begins, the plaintiff's attorney will present evidence. The defendant's attorney is permitted to cross-examine all witnesses presented by the plaintiff. Upon the conclusion of plaintiff's case, the defendant may present evidence. The defendant's attorney will present witnesses and exhibits to establish the defense. The plaintiff's attorney is permitted to cross-examine all witnesses called by the defendant.

If the jury is to receive instructions from the judge, these instructions will be orally delivered at this time. Then each attorney may present final arguments, beginning with plaintiff's attorney.

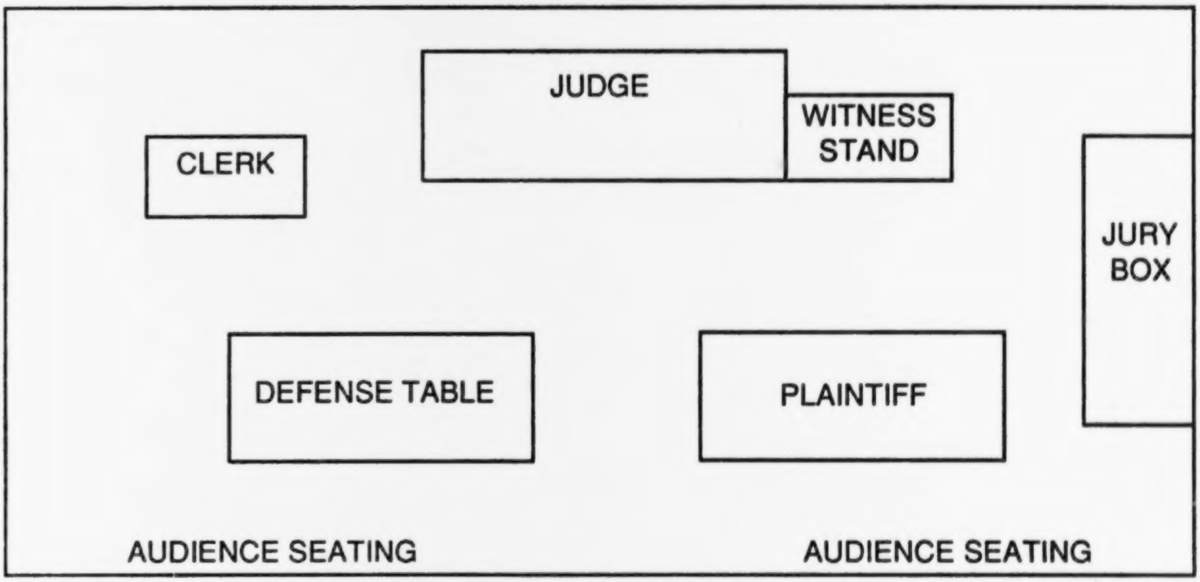
Court is then recessed, and the jurors leave to discuss the case among themselves, and consider what their verdict will be. When the jury has reached a verdict, court is reconvened and the jury foreman announces the verdict to the court.

MOCK TRIAL GLOSSARY FOR ELEMENTARY STUDENTS

ACQUITTAL	A decision by a judge or jury, after a trial, finding that the defendant has not been proven guilty of the crime for which he/she was charged.
ATTORNEY	Lawyer
BAILIFF	A court employee who is responsible for keeping order in the court.
BURDEN OF PROOF	The necessity of affirmatively proving the facts in a dispute. In a criminal case, the prosecutor must produce evidence to prove the truth of the charges against the defendant.
CIVIL CASES	All cases other than criminal cases.
CIVIL LAW	The body of law which deals with private rights of individuals and relationships between individuals. Important areas of civil law are: consumer law, contracts, housing laws, accidents and injuries, and family law.
CLERK	A court official who keeps court records, official files, etc.
CLIENT	The person who has employed a lawyer.
COMPENSATE	To make up for damage or harm done.
CRIME	An act or failure to act which is forbidden by law and in which the law imposes some punishment.
CRIMINAL LAW	Laws which describe crimes and the penalties for committing crimes.
CRIMINAL TRIALS	Court trials to decide charges brought by the state against people accused of committing crimes, i.e., of breaking the law.
CROSS EXAMINATION	Questioning of a witness by the other side.
DAMAGES	Money awarded to a person by the court because of a legal loss they have suffered.
DELIBERATE	To carefully consider, discuss, and work towards forming an opinion or making a decision.

DEPOSITION	A series of questions which a lawyer asks a witness or a party, which are answered under oath, to shed doubt on credibility or to learn information.
DISTRICT ATTORNEY	The officer who represents the state in a prosecuting criminal cases in court.
EVIDENCE	Proof submitted by parties in support of their claims, defenses, or counterclaims.
JUDGE	A public official, either appointed or elected, authorized to decide questions brought before a court.
JURISDICTION	Geographic area of authority of a court.
JURY	A group of people sworn to give a verdict on some matter brought before them. Juries are legally selected and sworn to inquire into any matter of fact and to give their verdict according to the evidence.
JUSTICE	Administration of the law; fairness
LAWSUIT	A civil action. A court proceeding to enforce a right between persons (rather than to convict a criminal).
LEGAL	Required or permitted by law.
PLAINTIFF	The party bringing the action against another.....
SENTENCE	Punishment for a crime, which may include incarceration in a jail or prison.
TESTIMONY	Information given by a witness under oath at a trial.
VERDICT	The finding or decision of a jury or judge on the matter submitted to them in a trial; an opinion or judgment.
VIOLATION	The breaking of a rule or law.
WITNESS	One who gives testimony in court.

COURTROOM LAYOUT


JUDGE
WITNESS STAND
CLERK
JURY BOX
DEFENSE TABLE
PLAINTIFF
AUDIENCE SEATING
AUDIENCE SEATING

8) Language Arts

LANGUAGE ARTS: TABLE OF CONTENTS

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SHH! WE'RE WRITING THE CONSTITUTION
SPELLING LISTS
COLONIAL NEWSPAPERS
DEBATES ON CONSTITUTIONAL ISSUES
DREAM HOUSE
HERE COMES THE JUDGE
INDEPENDENT STUDIES
LETTERS FROM HOME
NEWSPAPER RELATED ACTIVITIES
PEOPLE PACKETS

LANGUAGE ARTS INTRODUCTION

Language Arts includes the disciplines of reading, writing, literature, speech and drama. These disciplines bind all curriculum areas by allowing students the opportunity to personalize knowledge.

A study of our Constitution takes form and is given life by the induction of experienced based activities. It is through these activities and the application of the skills of language arts, that students begin to internalize, reflect, analyze, evaluate and apply learning. Ultimately, this will encourage the development of responsible decision makers and contributing members of society.

You will find language arts activities in each section of this guide. In addition, this section has been prepared to assist you in finding ways of teaching about the Constitution through common activities such as reading the newspaper, studying spelling lists, working crossword puzzles and creative writing.

LANGUAGE ARTS: Introduction, by Pat Neel

COLONIAL CRAFTS CROSSWORD PUZZLE

Grades: Primary

Bloom Levels: Application

Materials Needed: HANDOUT

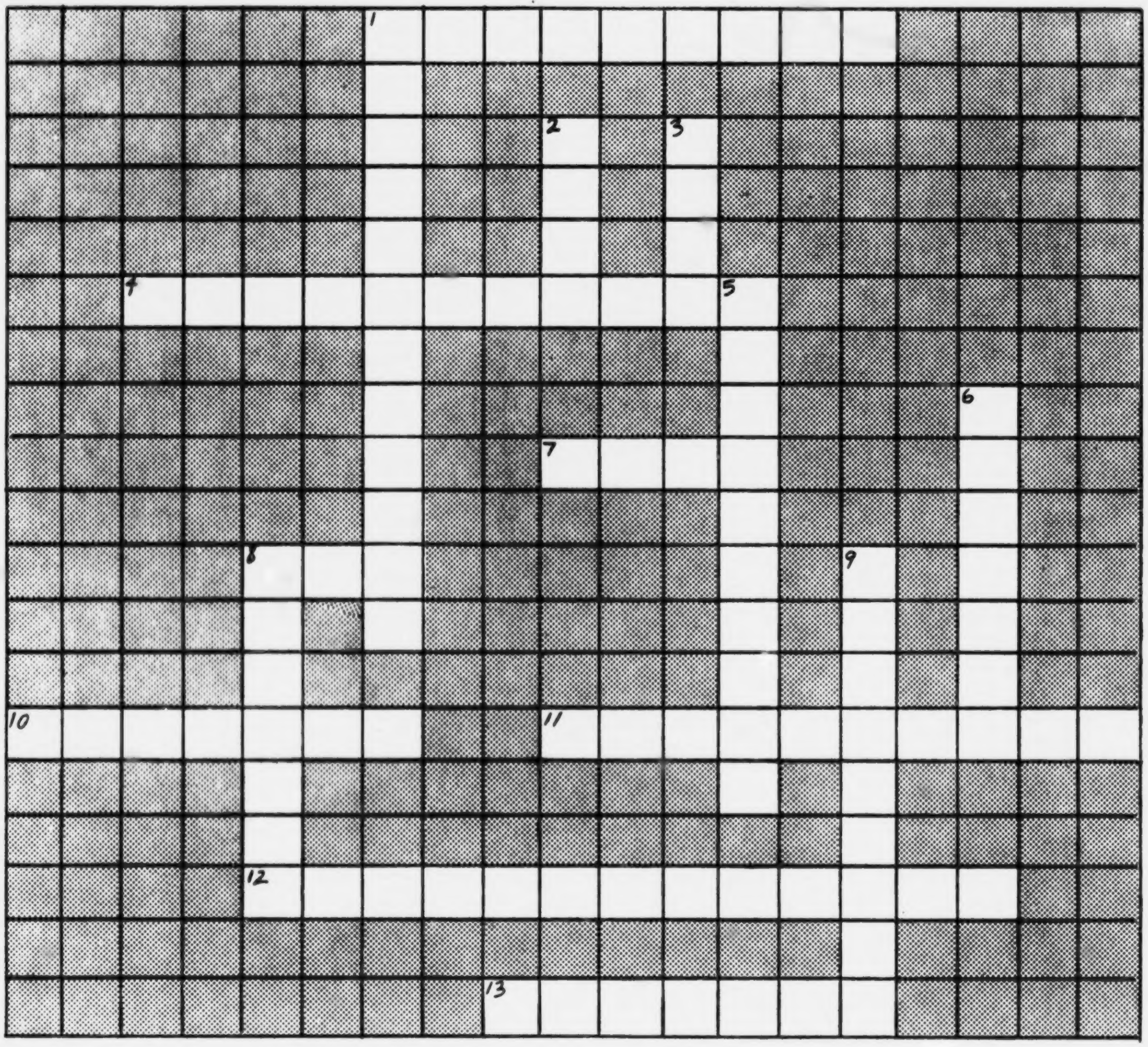
Introduction: Students will learn the terms for 18th century craftsmen.

After a slide presentation, filmstrip OR class discussion about everyday colonial life (including the vocabulary dealing with each of the craftsmen in the puzzle), each student completes his crossword puzzle.

Answers:

- carpenter
- cabinetmaker
- doctors
- hatters
- dye
- horseshoes
- knit
- printer
- quilter
- ream
- rugs
- silversmith
- spinningwheel
- watermarks
- wigmakers

LANGUAGE ARTS: Colonial Crafts Crossword Puzzle, by Bev Trefny



ACROSS:

1. I build houses and boats
4. I make your eating utensils
7. Braided floor coverings
8. To color yarn
10. I make newspapers and notices
11. What papermakers left on their paper
12. Tool that turns wool into yarn
13. We make hats

DOWN:

1. I make wooden things and furniture
2. A bundle of 480 sheets of paper
3. To make yarn into socks or sweaters
5. The blacksmith makes these
6. I make fabric pieces into blankets
8. We make people well again
9. We make wigs

LANGUAGE ARTS: Colonial Crafts Crossword Puzzle, by Bev Trefny

HAPPY BIRTHDAY, CONSTITUTION

Grades: Primary

Bloom Levels: Comprehension, Application, Synthesis,

Materials Needed: Arts and crafts supplies

Introduction: The students will learn that this is the 200th birthday of the Constitution.

After a discussion on birthdays and another on the meaning of the Constitution, the students will design and create original birthday cards to send to the Constitution.

LANGUAGE ARTS: Happy Birthday, Constitution, by Shawn Colleary

UNSCRAMBLE THE TRADESMAN

Grades: Primary

Bloom Levels: Comprehension, Analysis

Materials Needed: HANDOUT

Introduction: Students will practice 18th century printing and unscramble the word PRINTER.

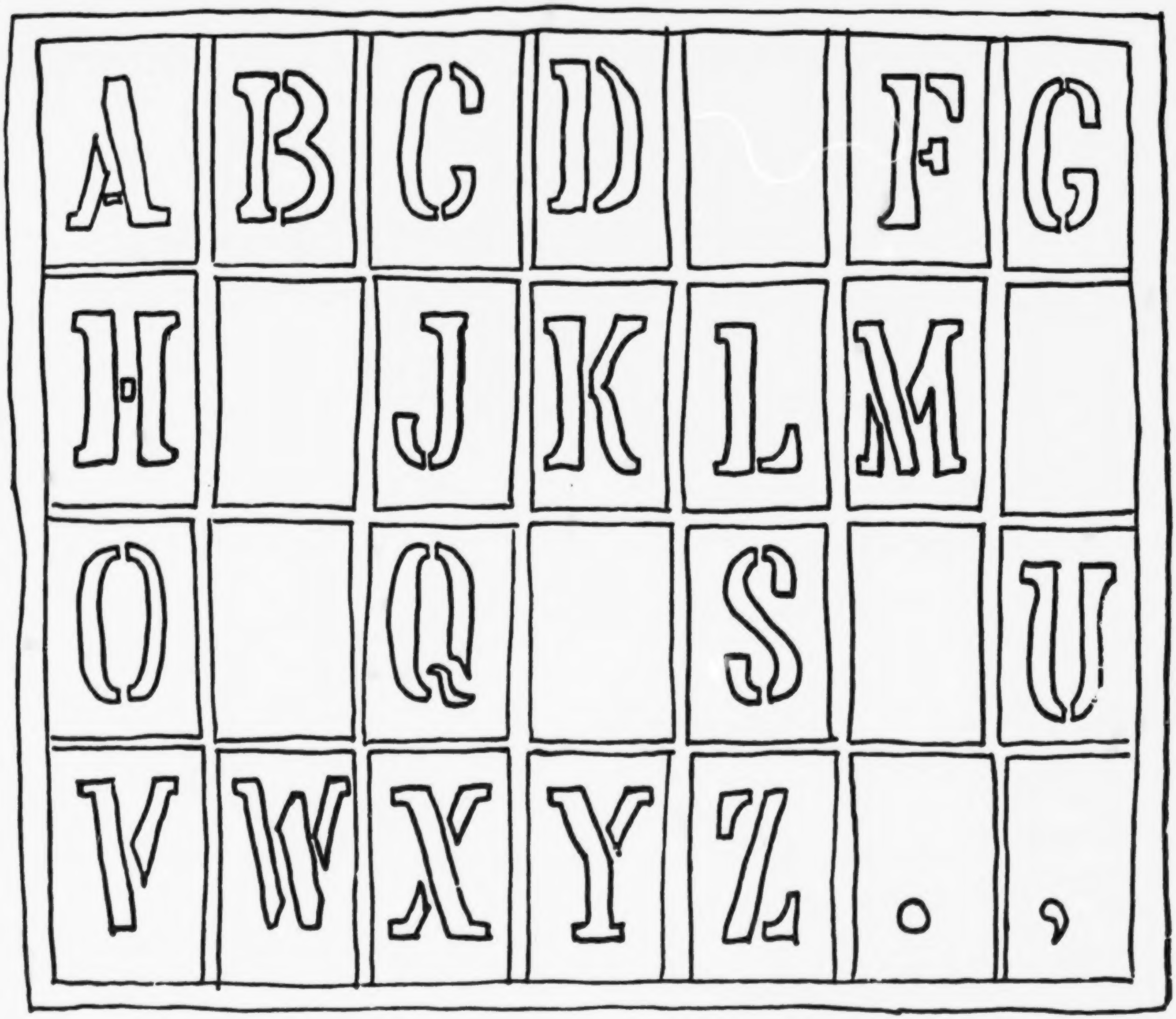
Students fill in the missing letters and unscramble them to guess the tradesperson.

LANGUAGE ARTS: Unscramble The Tradesman, by Bev Trefny

____

UNSCRAMBLE THE TRADESMAN

I use these letters at my work. I take them out of this tray and put them side by side to make words. Then I rub ink over them and press paper to them. If you take the letters that are missing and unscramble them you'll find my job.


A B C D F G
H J K L M
O Q S U
V W X Y Z . ,

____ ____ ____ ____ ____ ____ R

LANGUAGE ARTS: Unscramble The Tradesman, by Bev Trefny

WHAT IS A CONSTITUTION?

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Large piece of tagboard

Introduction: The students will understand that the Constitution is a document outlining a framework for the government. Any laws that are passed must follow the structure set by the Constitution.

First, discuss with the students the idea that a constitution outlines the framework for the government, and perscribes the system under which basic laws and rules can be passed. After the discussion have the students brainstorm ideas, rules or laws for their own class constitution (write these on a chalkboard). Once the list is completed, have the students vote on the best "rules". Write the best rules on the tagboard and then have each child sign it. Display your Constitution. (To make the document look authentic, burn the edges of the tagboard.)

SLANGUAGE ARTS: What Is a Constitution?, by Shawn Colleary

POETRY CUT UPS

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Synthesis

Materials Needed: Magazines and newspapers, glue, construction paper

Introduction: The students will utilize their creativity and knowledge to create a poem about the Constitution.

After several discussions on topics dealing with the Constitution and elements of poetry, the students should create their own original poem about an event, place, or person of Constitutional times. When the poem is completed, the students should search through newspapers and magazines for the letters (or words) needed for their poem. Next, the students should glue the cut out letters or words on a piece of construction paper. Students then add a title and an illustration to their poem.

LANGUAGE ARTS: Poetry Cut Ups, by Shawn Colleary

SHH! WE'RE WRITING THE CONSTITUTION

We the People

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Shh! We're Writing the Constitution; Handouts #1-4

Introduction: This is a study guide to use with Shh! We're Writing the Constitution written by Jean Fritz and Illustrated by Tomie De Paola.

---

1. Read the book as directed in the study guide.
2. Complete the knowledge and comprehension level questions.
3. Choose one activity from each of the other levels or create your own activity at each level.

HANDOUT 1: STUDY GUIDE FOR
SHH! WE'RE WRITING THE CONSTITUTION

Read pages 7-21 and answer questions 1-8.

1. At the end of the Revolutionary War, most people thought of themselves as "Virginians" or Pennsylvanians" rather than Americans, because they said the states were "sovereign." What does this mean?

2. When the First Continental Congress met, the common concern was ______________________.

3. After the Declaration of Independence had been signed, the concern was that the country needed ______________.

4. One weakness of the Articles of Confederation was ______________ and another weakness was ____________.

5 Many men felt there should be a convention to revise the Articles of Confederation. They met and elected ____________ President of the Convention.

6. ____________ was never absent for even a day, and he kept a ____________________.

7. The delegates never said they were working on a "Constitution." They called it ________________.

8. The ________________, presented by Edmund Randolph, suggested creating three branches of government.

HANDOUT 2: STUDY GUIDE TO
SHH! WE'RE WRITING THE CONSTITUTION

Read pages 22-23 and complete the matching items.

______ 1. Oliver Ellsworth

______ 2. Great Compromise

______ 3. Prisoners

______ 4. George Washington

______ 5. Small states

______ 6. Bluebottle

______ 7. Southern states

______ 8. Luther Martin

______ 9. Weather

______10. Northern states

A. Flies

B. Boring speaker

C. Worried about trade

D. Mummy

E. Agreed to continue slave trade until 1808.

F. Very hot

G. Begging

H. Each state: 2 members in Senate; one representative per 40,000 people in House of Reps.

I. "Valley Forge look"

J. Threatened to break away from the rest of the country

HANDOUT 3: STUDY GUIDE TO
SHH! WE'RE WRITING THE CONSTITUTION

Read pages 34-44. Complete the true/false questions.

True or False

______ 1. Edmund Randolph, who presented the Virginia Plan, did not sign the Constitution.

______ 2. People who were for the new Constitution called themselves "Federalists".

______ 3. The three branches of government would create a system of "checks and balances."

______ 4. Patrick Henry was a strong supporter of the Constitution.

______ 5. Delaware was the first state to ratify the Constitution.

______ 6. All 13 states needed to ratify the Constitution in order to officially become a nation.

______ 7. The last state to ratify the Constitution was Rhode Island in May 1790.

______ 8. Philadelphia hosted the Grand Procession to celebrate ratification of the Constitution.

______ 9. Benjamin Franklin, who would be the second president, was in France during the celebration.

______ 10. Thomas Jefferson called the new Constitution "Unquestionably the wisest ever yet presented to men."

HANDOUT 4: STUDY GUIDE TO SHH! WE'RE WRITING THE CONSTITUTION

Choose one activity from each category.

I. Application
   a. With a friend, do an interview with Edmund Randolph discussing the "Virginia Plan".
   b. Build a model of the State House in Philadelphia showing the building, streets, prison, etc.
   c. Pretend you write a gossip column for a colonial newspaper. Tell about delegates at the convention.

II. Analysis
   a. Using a chart, compare and contrast the major differences in the Articles of Confederation and the Constitution.
   b. Identify problems between the northern and southern states (or large and small states).
   c. Brainstorm ways the Article of Confederation could have been strengthened.

III. Synthesis
   a. Prepare a survey sheet with questions that could have been asked of the representatives at the convention about the concerns of their state as related to the Constitution.
   b. Suggest ways the "Virginia Plan" could have been changed to meet the needs of most of the states.
   c. Write a poem about what the Constitution means to you.

IV. Evaluation
   a. Rate the effectiveness of a document written 200 years ago to meet the needs of a changing nation today.
   b. Assess how our country might be different if we had remained under the Articles of Confederation.
   c. Estimate how the government would function if any one of the branches were eliminated.

SPELLING LISTS

Grades: Primary and Intermediate

Bloom Levels: Comprehension

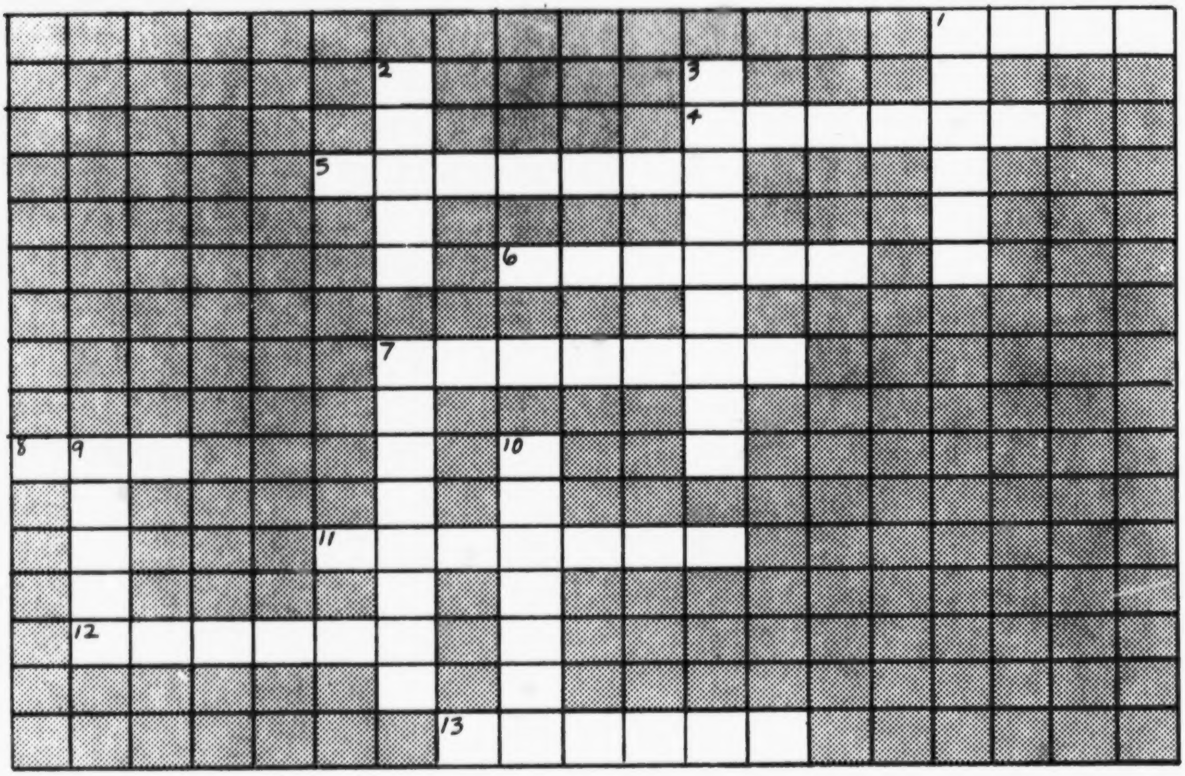
Materials Needed: Handouts: "Government" and "Constitution" Crossword puzzles; word searches

Introduction: These puzzles relate spelling activities and vocabulary building to the Constitution.

1. Work the puzzles.
2. Have students look up word definitions and relate the meaning of each word to the Constitution.
3. Option: Write a story using the words.
4. Pre and post test spelling as desired.

LANGUAGE ARTS: Spelling Lists, by Bev Trefny

GOVERNMENT CROSSWORD



ACROSS:

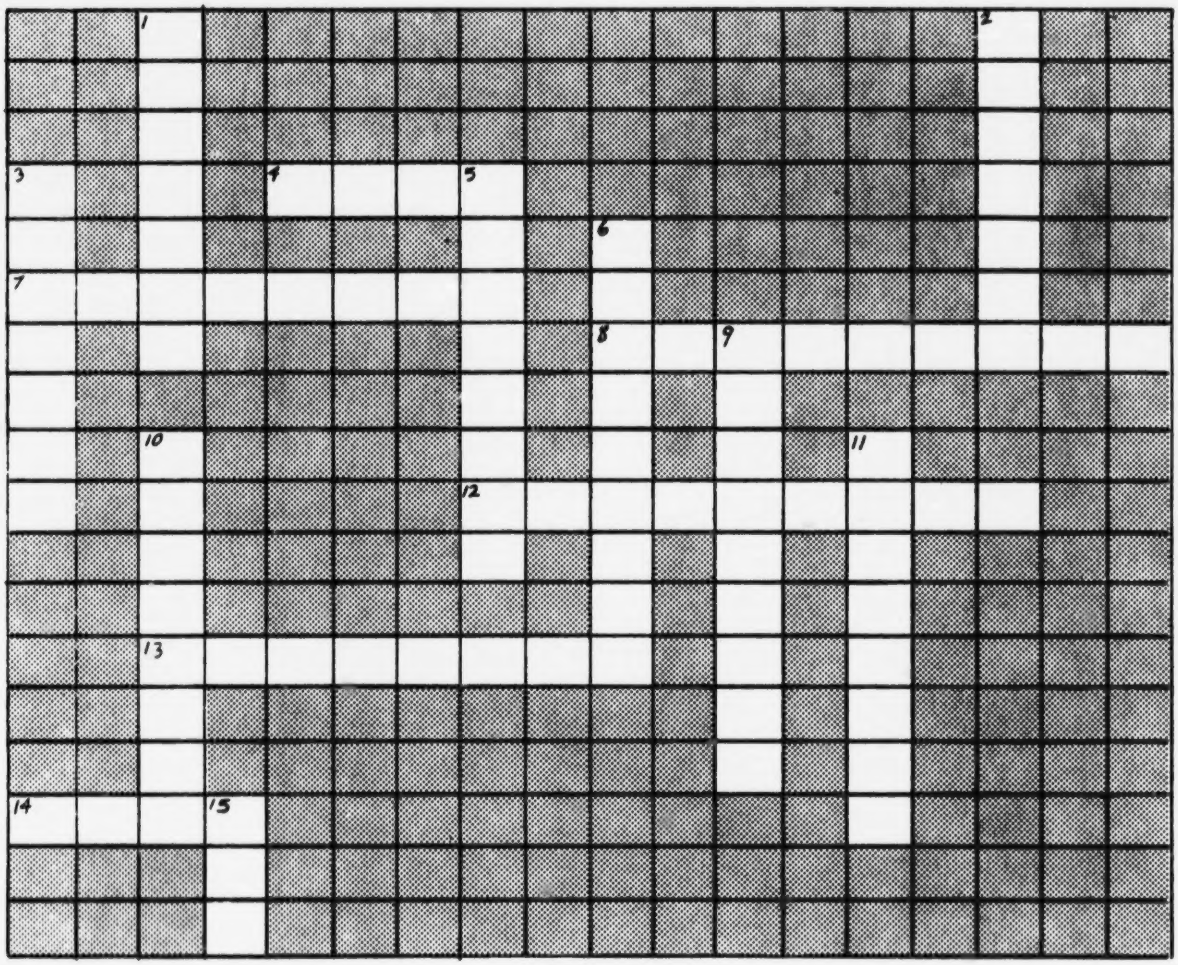
1. A ---- is a statement of what to do and what not to do.
4. The first ten amendments make up the Bill of ------.
5. ------- means giving every man what he deserves.
6. People in the United States choose their leader by ------.
7. A ------- is a person who can vote and enjoys other rights.
8. A bill becomes a --- when the President signs it.
11. The First Amendment guarantees ------ of speech.
12. One of the ------ of the executive branch is to enforce the laws.
13. A ------ studies the law and helps to see that people are treated fairly.

DOWN:

1. The states must ------, or approve, all amendments.
2. A ----- of law is where cases are heard by a judge and jury.
3. The --------- can veto a bill.
7. The Senate and the House of Representatives make up the --------.
9. To ----- a law is to change it.
10. ------- is known as the land of the free.

We the People

CONSTITUTION CROSSWORD



ACROSS:

4. The power to stop or to say no to something in government
7. Opening statement that explains the reason for writing the Constitution
8. Change made in the Constitution
12. Government of the people and by the people
13. Senate and House of Representatives
14. A proposed law

DOWN:

1. Person who can vote and enjoys other rights
2. Judge of the Supreme Court
3. Accuse an official in office of wrongdoing
5. Pass a law that the President has vetoed
6. All voting the same way
9. Branch of government that carries out laws
10. Branch of government that decides if laws are carried out fairly
11. More than half
15. Bill passed by Congress and signed by the President

SPELLING FUN

Q G Z H A D J V M M H Q M F V F T R U E
O A C V M H B C E U N U O E P O L B D Z
Q W K T Q D P L S T A T E J C Y E P J L
C Z B J J L U H R V O Z L O K X K T A J
A F R Z U R V U N P J K X K J O N K W T
M I L Z D V O J Y S L Z V B M S M H C T
E L M L G C T Z U C G O R X E F Z F N Z
N P A M E R I C A S C E B O G R U E M N
D U C W L Y N I O Y T I C T Q R D D L A
M U R T A O G T F U P I F F X I L D P B
K P T R W H K I D X N G C X S O Z M N C
J S D I Y W T Z J U M T T E X Q S D X E
Y Q Y G E A P E C O N G R E S S U Y M B
C H L H R S J N D I S P I Y T X Q A N D
P R B T V F C E F J E Z A V V Y G L I G
H A J S C H E E R V S F L F W F X P N F
W I A D C R B G R V R M N Z K C V A F G
T P U A F P N S U R D X V H L I A K G R

Can you find these words?

President
Justice
Citizen
Lawyer
Trial
Amend
Rule

Congress
America
Voting
Duties
Court
State
Law

Country
Freedom
Ratify
Rights
Judge
Veto

LOOK FOR IT

T	A	R	Q	W	G	R	A	N	T	Z	V	Q	E	E	B	K	U	N	W
C	S	F	J	U	D	G	E	P	Z	S	I	N	S	P	H	A	Y	I	B
O	N	R	A	V	H	U	C	V	T	X	Z	R	X	J	Y	O	T	I	Z
W	R	S	E	S	S	I	O	N	E	I	I	P	S	B	M	T	K	D	I
B	A	L	L	O	T	L	E	C	O	N	S	T	I	T	U	T	I	O	N
X	K	R	D	S	D	D	F	O	O	A	U	E	M	C	W	Z	L	E	B
I	P	R	E	S	I	D	E	N	T	N	M	E	T	O	I	A	R	L	I
D	N	M	L	S	S	A	D	V	L	V	V	E	T	T	C	Z	V	N	P
Y	O	D	E	U	T	J	E	I	I	W	S	E	N	A	T	O	R	V	U
D	M	R	G	S	R	B	R	C	Y	J	V	W	N	D	S	N	U	X	J
E	I	D	A	P	I	R	A	T	I	F	Y	T	R	E	A	T	Y	R	M
P	N	I	T	E	C	Q	L	I	X	D	E	Z	I	H	X	V	N	V	T
R	A	M	E	N	T	I	Z	O	L	W	R	T	M	A	E	P	C	K	A
I	T	P	X	D	O	I	V	N	Q	D	U	E	N	L	T	U	E	Z	H
V	E	E	P	W	U	B	Z	I	I	D	R	H	Q	R	J	B	M	L	V
E	C	A	O	R	W	J	J	L	L	I	T	P	O	C	D	H	H	D	V
P	O	C	R	F	O	B	A	Y	P	B	G	P	D	G	Z	S	F	R	N
J	V	H	T	C	U	V	Y	X	E	I	M	M	G	S	J	X	O	F	F
C	K	V	I	J	N	H	E	A	R	I	N	G	H	G	B	I	K	Z	T

Can you find these words?

- Constitution
- Delegate
- Resident
- Deprive
- Convene
- Session
- Ballot
- Duties
- Import
- Amend
- Judge
- Veto
- Conviction
- Domestic
- District
- Suspend
- Federal
- Hearing
- Export
- Treaty
- Grant
- Expel
- Court
- Bail
- President
- Nominate
- Approve
- Impeach
- Revenue
- Senator
- Ratify
- Expire
- Valid
- Civil
- Levy

LANGUAGE ARTS: Spelling Lists, by Bev Trefny

WHERE IS IT?

A	P	P	R	O	P	R	I	A	T	I	O	N	X	L	D	A	R	O	S	Z
V	V	U	O	E	M	A	N	C	I	P	A	T	I	O	N	O	H	E	O	Y
S	C	I	N	D	I	C	T	M	E	N	T	F	M	E	L	E	C	T	O	R
F	O	C	M	I	S	D	E	M	E	A	N	O	R	T	J	I	R	K	Y	F
P	M	A	N	E	T	E	R	E	P	R	E	S	E	N	T	A	T	I	V	E
O	M	P	Y	I	I	M	P	E	Q	V	T	L	S	S	A	J	P	A	W	L
P	I	I	S	E	Z	O	R	X	S	P	W	V	U	F	D	N	N	V	D	O
U	T	T	U	W	A	C	E	E	E	P	C	J	R	O	J	R	S	B	I	N
L	T	A	N	A	R	R	T	C	M	C	O	N	T	R	O	V	E	R	S	Y
A	E	L	A	M	S	A	A	U	C	E	N	N	L	F	U	B	N	I	A	M
T	E	G	N	B	E	C	T	T	A	R	S	A	S	E	R	R	A	J	P	T
I	E	I	I	A	N	Y	I	I	P	T	T	M	G	I	N	A	T	U	P	E
O	S	J	M	S	A	M	O	V	I	I	I	E	X	T	B	T	O	D	R	X
N	P	R	O	S	L	S	N	E	T	F	T	N	E	U	D	I	R	I	O	S
A	D	P	U	A	M	A	L	P	O	I	U	D	G	R	F	F	L	C	V	Q
X	F	H	S	D	S	G	T	H	L	C	T	M	N	E	E	Y	U	I	E	A
N	O	N	O	O	Q	X	M	U	I	A	I	E	D	E	L	E	G	A	T	E
M	A	J	O	R	I	T	Y	Y	R	T	O	N	C	O	N	S	U	L	X	Y
P	C	O	M	P	R	O	M	I	S	E	N	T	D	O	C	U	M	E	N	T

Can you find these words?

Responsibility
Appropriation
Controversy
Legislature
Forfeiture
Population
Democracy
Majority
Justices
Arsenal
Adjourn
Consul

Representative
Emancipation
Misdemeanor
Ambassador
Disapprove
Unanimous
Amendment
Document
Judicial
Capitol
Senator
Ratify

Interpretation
Constitution
Certificate
Indictment
Compromise
Committee
Executive
Delegate
Elector
Capital
Felony

WORD SEARCH ANSWER KEYS

Answer Key for "Spelling Fun"

```
. . . . . . . V . . . . . . . . . . . .
. . . . . . . . E . . . . . . . . . . .
. . . . . . . L S T A T E . . . . . . .
. . . . J . U . R . O . . . . . . . . .
A . . . U R V U . . . . . . . . . . . .
M . . . D . O J . . . . . . . . . . . T
E L . . G C T . U . . . . . . . . . N .
N . A M E R I C A S . . . . . . . E . .
D . . W L . N I O Y T . . . . . D . . .
. U . . A . G T F U . I . . . I . . . .
. . T R W . . I . . N . C . S . . . . .
. . . I Y . T Z . . M T T E . . . . . .
. . . G E A . E C O N G R E S S . . . .
. . . H R S . N D . . P I Y . . . . . .
. . . T . . . E . . . . A . . . . . . .
. . . S . . E . . . . . L . . . . . . .
. . . . . R . . . . . . . . . . . . . .
. . . . F . . . . . . . . . . . . . . .
```

Answer Key for "Look For It!"

```
. . . . . G R A N T . . . . . . . . . .
. . . J U D G E . . . . . . . . . . . .
. . . . . . . C V T . . . . . . . . . .
. . S E S S I O N E . . . . . . . . . .
B A L L O T . E C O N S T I T U T I O N
. . . D S D D F O O A U . . . . . . . .
I P R E S I D E N T N M E T O I A R L I
. N M L S S . D V . . V E T . C . . . .
. O . E U T . E I . . S E N A T O R . .
D M R G S R B R C . . V . N D S . U . .
E I . A P I R A T I F Y T R E A T Y R .
P N I T E C . L I . . . . I . X V . . T
R A M E N T I . O L . . T . . E P . . .
I T P X D . . V N . D U E . L T . E . .
V E E P . . . . I I D R . . R . . . L .
E . A O R . . . L L I . . O . . . . . .
. . C R . O . A . P . . P . . . . . . .
. . H T . . V . X . . M . . . . . . . .
. . . . . . H E A R I N G . . . . . . .
```

Answer key for "Where Is It?"

A	P	P	R	O	P	R	I	A	T	I	O	N	.	.	.	.	.	.	S	.
.	.	.	.	E	M	A	N	C	I	P	A	T	I	O	N	.	.	E	.	.
.	C	I	N	D	I	C	T	M	E	N	T	.	.	E	L	E	C	T	O	R
.	O	C	M	I	S	D	E	M	E	A	N	O	R	.	.	I	.	.	.	F
P	M	A	.	.	.	E	R	E	P	R	E	S	E	N	T	A	T	I	V	E
O	M	P	.	.	.	M	P	E	.	.	.	.	.	S	A	.	.	.	.	L
P	I	I	.	.	.	O	R	X	S	.	.	.	U	F	D	.	.	.	D	O
U	T	T	U	.	A	C	E	E	.	P	C	J	.	O	J	.	S	.	I	N
L	T	A	N	A	R	R	T	C	.	C	O	N	T	R	O	V	E	R	S	Y
A	E	L	A	M	S	A	A	U	C	E	N	N	.	F	U	.	N	.	A	.
T	E	G	N	B	E	C	T	T	A	R	S	A	S	E	R	R	A	J	P	.
I	.	.	I	A	N	Y	I	I	P	T	T	M	.	I	N	A	T	U	P	.
O	.	.	M	S	A	.	O	V	I	I	I	E	.	T	B	T	O	D	R	.
N	.	.	O	S	L	.	N	E	T	F	T	N	.	U	.	I	R	I	O	.
.	.	.	U	A	.	A	.	.	O	I	U	D	.	R	.	F	L	C	V	.
.	.	.	S	D	.	.	T	.	L	C	T	M	.	E	.	Y	.	I	E	.
.	.	.	.	O	.	.	.	U	.	A	I	E	D	E	L	E	G	A	T	E
M	A	J	O	R	I	T	Y	.	R	T	O	N	C	O	N	S	U	L	.	Y
.	C	O	M	P	R	O	M	I	S	E	N	T	D	O	C	U	M	E	N	T

COLONIAL NEWSPAPERS

Grades: Intermediate

Bloom Levels: Application

Materials Needed: none

Introduction: The class will produce a newspaper reflecting life in colonial times. In addition to writing, some students will be editors, some artists, others calligraphers. (If computers are available, word processing can be utilized.)

Put together a colonial newspaper with each person in the class contributing articles of special interest to them. Possible topics include:

1. news of the Constitutional Convention
2. fashion story with pictures
3. almanac with wise sayings
4. news of the world (England, France, etc.)
5. advertisements for various products (hair care, food, clothing, carriages etc.)
6. poetry
7. craft columns (how to make candles, foods, crafts, toys)
8. home remedies and other medicines
9. games for children
10. feature stories (what life in the colonies was like as a lawyer, planter, apprentice, silversmith, doctor, farmer, etc.)
11. life on the frontier as a child
12. hints for homemakers
13. local news (library, fire station, new shops, etc.)
14. editorials
15. life in the colonies vs. life in England: pros and cons

LANGUAGE ARTS: Colonial Newspapers, by Jane Ann McKee

DEBATES ON CONSTITUTIONAL ISSUES

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Reference material, debate issues

Introduction: Debate is an effective and challenging way to develop and refine expressive language; it also demands that students use planning and researching skills.

Here are some simple rules for setting up a debate:

1. State the problem in the form: Resolved, ______ (problem) ________.
2. There are two teams each with 3 members. One team is called the Affirmative team. The other is the Negative team.
3. After the research and organization is completed, the teams face the audience.
4. The first "Affirmative" speaks for the specified amount of time (approximately 1-2 minutes). Then the first "Negative", followed by the second "Affirmative", followed by the second "Negative", etc.
5. After all the members of each team have spoken, the teams confer for a specified amount of time, to attempt to put together a sharp set of arguments in a REBUTTAL to the arguments advanced by the other team.
6. Then the captain of the "Negative" side speaks first, and tries to rebut the points raised by the "Affirmative" side (approximately 2 minutes). Then the captain of the "Affirmative" side tries to rebut the "Negative" side's points (2 minutes).
7. At this point the debate is over, and the judge will declare a winner.

LANGUAGE ARTS: Debates on Consitutional Issues, by Shawn Colleary

DREAM HOUSE

Grades: Intermediate

Bloom Levels: Application, Analysis, Synthesis, Evaluation

Materials Needed: Pictures or Colonial buildings, paper, pen or pencil

Introduction: The students will increase their creativity and gain an understanding of Colonial architecture.

Show the students several pictures of colonial architecture. Then tell them that they were just hired by the real estate firm "Century 18". Each student should select a colonial building and write a sales pitch to be given to prospective clients. Have the students emphasize all the luxurious conveniences of these homes. Students present these sales talks to the class.

LANGUAGE ARTS/HUMANITIES-ARCHITECTURE: "Dream House", by Shawn Colleary

HERE COMES THE JUDGE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Handout; Almanacs; Encyclopedia

Introduction: The students will become familiar with the Supreme Court Justices.

This activity can be presented as an individual research project, in small groups, or to the whole class. Handout is self explanatory.

HERE COMES THE JUDGE

The Supreme Court is the most powerful judicial force in the United States. It is made up of nine members (Congress sets the number) who must be nominated by the President, approved by the Senate, and serve for life.

Below is a list of the current Supreme Court Justices. Match each name with age, years served, state from which he/she was appointed, and an interesting fact. (You may need to use an Almanac.)

	AGES	YEARS SERVED	APPOINTED FROM	FACT
1. Harry Blackmun				
2. William Brennan				
3. Thurgood Marshall				
4. Sandra Day O'Connor				
5. Lewis Powell				
6. William Rehnquist				
7. Antonin Scalia				
8. John Paul Stevens				
9. Byron White				

Use the accompanying information to select your answers

AGES: 66, 69, 77, 78, 77, 80, 61, 56, 50

YEARS IN COURT: 31, 25, 20, 1, 17, 15, 15, 12, 6

APPOINTED FROM: Illinois, Arizona, Virginia, Minnesota, New York, Colorado, New Jersey

FACTS:
1. The current chief justice.
2. The newest judge to the Supreme Court
3. The first black justice
4. The oldest Supreme Court Justice
5. A Reagan appointee
6. Wrote the view legalizing abortions
7. Was a Rhode scholar and an All-American football player
8. Most independent
9. Served for 15 years.

LANGUAGE ARTS: Here Comes The Judge, by Shawn Colleary

INDEPENDENT STUDIES

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Reference materials

Introduction: Independent studies are an excellent way to keep the students challenged.

The following are independent study ideas:

1. What were the two amendments that were not ratified as part of the Bill of Rights?
2. Famous people of colonial times:
    a. George Washington
    b. James Madison
    c. Alexander Hamilton
    d. Phyllis Wheatley
    e. John Adams
    f. Jane Adams
    g. Thomas Jefferson
    h. Benjamin Franklin
    i. Martha Washington
    j. Mary Hayes
    k. John Trumbull
    l. Cyrus Griffin
3. Research where "America" got its name.
4. Compare and contrast life in the 18th Century to that of the 20th Century.
5. Explain the balances of power and how they relate to the game - "Rock, scissors, paper."
6. Research recent Supreme Court decisions and how they relate to the Constitution.
7. Create a chart explaining all the Articles of the Constitution.

LANGUAGE ARTS: Independent Studies, by Shawn Colleary

LETTERS FROM HOME

Grades: Intermediate

Bloom Levels: Application

Materials Needed: Manilla paper

Introduction: The student will use knowledge about colonial life to write letters.

1. "Age" manilla construction paper by dampening it, wrinkling it, and spreading it flat to dry. Edges could be aged by tearing or burning.
2. Discuss daily life and view movies or a filmstrip about life in colonial America.
3. Students write letters to their "cousins" in England, outlining the problems the new government is having with the Articles of Confederation, explaining how these problems have changed their lives, telling about the joys and problems of living in America, and sharing information about their families and their daily lives.

LANGUAGE ARTS: Letters From Home, by Jane Ann McKee

NEWSPAPER RELATED ACTIVITIES

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Daily Newspapers

Introduction: Students will relate constitutional concepts to events making news today, thus bringing our Constitution to life.

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1. Make news headlines featuring events leading up to the signing of the Constitution.
2. Find a news story dealing with some issue covered in the Constitution and discuss how the Constitution is still relevant to life in the 20th century.
3. Read an editorial aloud. Discuss how the issue is handled in the Constitution. Distinguish facts from opinions.
4. Find examples of ads with law-related or patriotic themes. Discuss the ad's message. Have students recreate the ad using the other approach.
5. Select a sport. Discuss its rules. Imagine that some of its rules are eliminated. How would this alter the sport? Use this to illustrate the effects of changing the rules in our Constitution.

LANGUAGE ARTS: Newspaper Related Activities, by Bev Trefny

PEOPLE PACKETS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Manilla folders (one for each child), drawing paper, research materials

Introduction: The students will become familiar with the pivotal personalities of early America, while enhancing notetaking, paragraphing, and research skills.

1. Students select a famous man or woman from colonial times (see "Who Am I" or Independent Study Sheet for names).
2. Students research information on their person and then write a report.
3. Students draw a picture of their person in an historical scene, depicting the person's contribution to America.
4. Letter the name of the person on the front of the folder and put the name on the tab.
5. Glue the picture to the inside cover of the folder and the report to the other side.
6. Put these folders into a box for a "People Packet" center that students use during their free time.

LANGUAGE ARTS: People Packets, by Shawn Colleary

9) Literature

LITERATURE: TABLE OF CONTENTS

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GEORGE WASHINGTON'S BREAKFAST
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SWIMMY
THE JUDGE, AN UNTRUE TALE
THIDWICK, THE BIG-HEARTED MOOSE
VERONICA
YERTLE THE TURTLE
THE KING'S FOUNTAIN
MAUDIE AND ME AND THE DIRTY BOOK

USING LITERATURE TO STUDY CONSTITUTIONAL CONCEPTS

Reading comprehension requires that students understand the details, inferences and implications of what they are reading. Effective teaching about the Constitution also asks students to understand the content of the document, to appreciate what the drafters of the Constitution intended by that content, and to understand the implications of our Constitution as it lives through the years.

The premise of the unit which follows, then, is that if we offer children fiction that is related to the values and principles of the Constitution, we are teaching reading comprehension while we are exploring concepts which will have consequences for their development as informed and aware citizens.

Many of the books are appropriate for reading aloud, if you wish, to engage students' listening skills. Many of the books are spare in words, so that the concepts behind those words can be emphasized. Finally, the books have been chosen with emphasis on their quality and appeal to young readers.

Some of the books may surprise you as choices for particular grade levels. We encourage you to read through the suggested activities before deciding that a book is too "young" for an intermediate grade student. Constitutional concepts are often rather sophisticated, and particularly when that is the case, we have made a concerted effort to derive those concepts from readings that are not too difficult in and of themselves.

We do not expect that you will do each activity suggested for a given book. Rather we hope you will review all the activities and select those that will work best with your students to accomplish your particular goals. These books and activities should help you see the Constitutional concepts thematically. By using children's literature in this way, we hope to spark your imagination for utilizing other reading materials to teach children about the Constitution.

BECKY AND THE BEAR

Grades: Primary

Bloom Levels: Comprehension, Application

Materials Needed: Becky and the Bear, by Dorothy Van Woerkom

Introduction: 8-year old Becky is left behind to pick huckleberries and stir hasty pudding while her father and brother Ned go hunting. Becky protests that she too wants to be brave, although Granny reminds her she was brave when her Mama died of the fever. Becky is called upon to be very brave indeed when a huge black bear appears. Ned and Father return home empty-handed to find the ingenious and brave Becky had caught something right at home.

Rationale for Inclusion in a Constitutional Curriculum: This is a delightful and lively story for beginning readers. The book conveys much about colonial life while provoking discussion about bravery.

Strategy 1: Looking at life in Colonial America

Have students go around the room telling one thing they learned about Colonial life from the book. Engage students in a discussion of the ways in which Becky's daily routine differs from their own. Is there anything about Becky or Becky's life which is like them?

Strategy 2: What is being brave

Talk about what it means to be brave. How is Becky brave even though she doesn't go hunting?

NICHOLAS, WHERE HAVE YOU BEEN?

Grades: Primary

Bloom Levels: Comprehension, Application

Materials Needed: A copy of Nicholas, Where Have You Been?, by Leo Lionni, Alfred A. Knopf (NY: 1987).

Introduction: Little field mice are upset because the birds beat them to the ripe red berries, the sweetest to be found. One mouse, Nicholas, takes off in the hope of finding a berry patch that the birds had not yet discovered. He lands in a bird nest when the bird who seized him lost his grip on the wriggling Nicholas. The birds bring Nicholas the sweet berries he loves, and when they leave the nest, a sad Nicholas returns to the other mice to tell them his story. The birds return with berries for all the mice, proving "one bad bird doesn't make a flock."

Rationale for Inclusion in a Constitutional Curriculum: At the heart of the Constitution is the notion that justice should be done. For this to happen, we must have fair procedures for getting at the truth. Nicholas, Where Have You Been? can provide a basic introduction to this notion, and to the problem of discrimination.

Read aloud to the class the book, Nicholas, Where Have You Been?.

Strategy 1: Judgments too hastily made are often bad judgments

1. Discuss With the class the reaction of the mice to the birds before they know the whole story of what has happened to Nicholas.

2. What does Uncle Raymond mean when he says "One bad bird doesn't make a flock"?

3. Have a class discussion about ways we can avoid making hasty judgments.

4. Discuss the due process protections in the Constitution which help us avoid making hasty judgments.

GEORGE WASHINGTON'S BREAKFAST

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: George Washington's Breakfast, by Jean Fritz. Coward, McCann & Geoghegan, (NY: 1969)

Introduction: George W. Allen was named for George Washington and had the same birthday as George Washington. That made him feel almost related to George Washington. While he knew a great deal about Washington, the one thing he didn't know was what George Washington ate for breakfast. George does a lot of research to learn the answer, even travelling to Mt. Vernon to find out. Eventually his research paid off.

Rationale for Inclusion in a Constitutional Curriculum: Jean Fritz conveys a great deal of information about George Washington in a lively fashion. Even more important, this book may motivate students to research questions about the past.

Do research on a topic of your choice that is related to the latter part of the 18th century when the Constitution was drafted. For example, see research projects suggested as an extension activity in outline of Maudie and Me and the Dirty Book.

ISLAND OF THE SKOG

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: A copy of Island of the Skog, written and illustrated by Steven Kellogg, Dial Press, 1973; Opaque Projector

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Introduction: The mice decide to sail away to a place where they can be free. They reach an island with one inhabitant - the Skog. They plan to get rid of the Skog so they can have the island all to themselves, but the Skog has ideas of this own.

Rationale for Inclusion in a Constitutional Curriculum: The characters in the book all want freedom, but are motivated by fear. Elementary students can consider the role which fear plays in preventing true freedom, and ways in which that fear can be handled constructively. Students can look at the Constitution to see what steps its drafters took to remove the element of fear in order to "secure the blessings of liberty".

Procedures and Activities: Read the book aloud to the class. The illustrations are wonderful, so provide for an opaque projector.

Strategy 1: Defining freedom

1. Lead a class discussion in which you consider the following questions:
   a. What keeps the mice from being free at the beginning of the book?
   b. Compare Bouncer's and Jenny's ideas for achieving freedom. Did they have any other alternatives? Why or why not?
   c. Is the Skog free on his island? Why or why not?
   d. Explain Jenny's comments: "Here we can all feel like kings, and that is the most important part of being king, as everyone knows." Ask the students if any of them have ever felt like a king. In what situation? What did it feel like?
   e. The mice sleep in a hole after they set the trap for the Skog. Ask: "Are they any better off than they were before they left for the island?"

Strategy 2: Can fear and freedom go together?

1. Have the class compare Louise's and Bouncer's ideas of how to approach the island. What do you students think of each idea? Are there other ways in which they could have approached the island?

2. Discuss: What role does fear play in Skog's actions?

3. Comment on the Skog's statement "I've been so lonely here, but I decided it was better to be alone than to be afraid". Ask students if any of them have ever felt that way.

LITERATURE: Island of the Skog, by Peggy Burns

Strategy 3: Cooperating for freedom

1. Comment on Jenny's statement "If only we'd talk to each other." Have the class consider how the Skog and the mice could have approached one another so that talking to each other would have been a possibility.

2. Have the class role play an initial conversation between the Skog and the mice. Discuss what it would have accomplished.

3. Consider: What problems lay ahead for the Skog and the mice as they try to live together? As a class, think of possible solutions for each problem listed.

Strategy 4: Fear and Freedom under our Constitution

1. Review the Bill of Rights with your students. The essence of each amendment is described here, but for older students it is recommended that you use the original document. Discuss how each provision takes the fear out of freedom. (The following summaries are from Living Together Under the Law prepared by the Law, Youth and Citizenship Program of the NY State Bar Assoc. and the NY State Education Department).

Amendment 1:	Freedom of speech, religion, press; Right to meet in groups; Right to ask the government to correct unjust actions.
Amendment 2:	Our right to have arms, or weapons.
Amendment 3:	Freedom from having soldiers stationed in our homes.
Amendment 4:	Right to privacy and freedom from unlawful searches and seizures.
Amendment 5:	Right to remain silent if accused of a crime.
Amendment 6:	Right to a trial by jury in a criminal case.
Amendment 7:	Right to a trial by jury in important cases between private citizens.
Amendment 8:	Freedom from cruel or unfair punishment or excessive fines by a court of law.
Amendment 9:	Because some rights are listed, this does not mean that citizens do not have other rights that are not listed.
Amendment 10:	Powers not given to the United States government belong to the states or people.

THE JUDGE, AN UNTRUE TALE

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: A copy of The Judge, an Untrue Tale, by Harve Zemach, pictures by Margot Zemach, Farrar Straus and Giroux, 1979; posterboard; blackboard and chalk; opaque projector; a class set of the book, if possible; copies of the Bill of Rights; art materials for costumes or puppets (optional)

Introduction: A marvelously illustrated book, The Judge has won a Caldecott award. It will amuse children of all ages. In this verse tale, five prisoners are brought, one by one, before a Judge who is not impressed by the fact that each one has the same story: "A horrible thing is coming this way, creeping closer day by day." The Judge throws each in jail in summary fashion, ignoring the plea of each prisoner:

> Please let me go Judge
> I didn't know, Judge, that what I did was against the law.
> I just said what I saw.

In the end, the prisoners are shown to have told the truth when the "horrible thing" gobbles up the unbelieving Judge.

Rationale for Inclusion in a Constitutional Curriculum: This is a wonderful book to use to talk about Due Process under the 4th and 14th Amendments. Contrast what happens in the story to the specific mandates of the 4th, 5th, 6th, and 8th Amendments. All due process protections guaranteed to a criminal defendant are missing from Zemach's book. By exploring these omissions, students can better understand why our Constitution insists on these protections.

The Judge can also be used to discuss restrictions upon First Amendment rights, since the prisoners are punished for telling what they saw. The book can also be a place to begin study of the judicial system in America.

Read The Judge aloud to the class, or have students read it aloud, playing the various parts. Use the projector to show illustrations if you do not have a class set.

Strategy 1: Recognizing Aspects of Due Process of Law

1. With the class, read and discuss the 4th, 5th, 6th, and 8th amendments to the Constitution. Print summaries of each on posterboard and hang them up on the walls so that they will be visible. Discuss how each of these provisions contributes to the fairness of a trial.

2. On the blackboard, create the following chart. Put these headings on the board: LAW; WITNESSES AND TESTIMONY AGAINST THE PRISONERS; OTHER EVIDENCE AGAINST; WITNESSES AND TESTIMONY WHICH SUPPORT THE PRISONERS; OTHER EVIDENCE WHICH

SUPPORTS THE PRISONERS; IMPARTIAL JURY; SENTENCE. Ask the class to fill in the blanks for each prisoner (the chart will, of course, be full of empty spaces, but that is the point of the exercise). In the column labelled "impartial jury," tell the class that they are to check that column if the prisoner was convicted by an impartial jury of his/her peers. If not, have them fill in whatever indication they have of the Judge's bias. The class should quickly see that each prisoner was pronounced guilty without any due process protections.

3. Tell the class to suppose the prisoners really did break the law. Have them write the law that the prisoners broke.

4. The Judge throws the first prisoner in jail for telling an untrue tale. Invite a judge to class to talk about how he/she determines if a defendant's story is true. How does a judge determine if a witness' story is true?

5. Have the students act out the tale, but not exactly as it is written. As a class, make up the missing elements of your chart. Charge the Prisoners with violation of the law you have written. Cast students in the roles the author created, and add attorneys for the prisoners, and jurors. Cast students in those roles as well. Have the jurors decide the guilt or innocence of each prisoner.

Extensions:

a. Each prisoner says the same things as the one before with some additions. What conclusions would you draw from that fact? Go around the class with an "add-on" story. The first pupil tell something she/he saw. The second pupil repeats what the first saw, adding one detail. The third repeats what the first and second saw, adding another detail and so on.

b. Pretend you are a newspaper reporter. Interview the prisoners who are freed at the end to get the facts for a news story. Write the story.

c. Make costumes or puppets representing each of the characters in the story and those you have added. Use your creations to act out the story.

d. Rewrite the story as a play with descriptions of the characters and stage directions.

Strategy 2: Considering whether punishments are fair

6. The prisoners are clearly punished for telling what they saw. Have a class discussion about whether the punishments in The Judge fit the crime.

7. In the end, the Judge is the one who gets punished. Ask students what they think of what happened? Has justice been done?

Strategy 3: Thinking about the rights to freedom of speech

8. Read the First Amendment. Ask the class if there is ever a need to limit these rights. Have a class discussion about these questions: Is it ever wrong just to tell what you saw? If you believe that what you have to say is true, can you say it anywhere? Can you say it in any manner?

Extension:

Suggest that the students each pretend he or she is one of the people who has seen the "horrible thing." Have them compose a story about the first time they saw the monster. Compile these into a class book and have pupils illustrate it.

Strategy 4: Comparing judicial systems

9. Give the students some background about our judicial system.

10. Have the students consider the pictures in The Judge, and ask them to decide when and where they think the story took place. Conduct research projects which examine the judicial systems which preceded our own. Expand this project by researching judicial systems in other lands which exist now but which may be far different from our own.

SWIMMY

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: A copy of Swimmy, by Leo Lionni, Pantheon Books (NY: 1969) Opaque projector; art materials for drawing; tape for hanging cartoons and pictures

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Introduction: This is the story of a little fish named Swimmy who is the only black fish in a school of little red fish. Swimmy's speed saves him from the fate which meets the rest of his school: they are swallowed in one gulp by a tuna fish. Swimmy is left to swim alone through the sea, where he marvels at the wonderful water creatures. When he sees another school of little fish just like his own, he invites them to explore with him, but the little red fish are afraid of the big fish. Swimmy teaches the little fish to swim in formation so that they look like one giant fish. Swimmy is the eye. Swimming together like this, yet each in his own place, the fish are able to swim through the water and chase away the big fish.

Rationale for Inclusion in a Constitutional Curriculum: The Preamble of the Constitution states that two goals in establishing the Constitution were to "provide for the common defense" and "promote the general welfare." In Swimmy, little fish seek to find a way to protect themselves against the big fish in the sea, and be able to swim freely about. An understanding of how the fish accomplish this will help elementary students understand the process which led to cooperation among the newly freed colonies.

First, read Swimmy aloud to the class. Show the pictures on the opaque projector.

Strategy 1: The problem of being on your own

1. Discuss the nature of Swimmy's problem with your class.
   a. What has happened to change his life?
   b. How has his life changed?
   c. How does he cope with that change?
   d. What does he want to have happen?

2. Ask the class to imagine how Swimmy must have felt when the tuna fish ate his friends. Ask if anyone in the class has ever felt, rather suddenly, all alone. What was that like? Was there anything good about the situation?

Extension: Have students draw cartoons of Swimmy telling the other fish about his experiences.

Strategy 2: Responding to the apparent power of others

3. Discuss Swimmy's feelings towards (a) the tuna fish who ate the rest of his school, and (b) big fish in general. How was Swimmy affected by the presence of the big fish? How were the other little fish affected by the presence of the big fish? Suppose a bully was terrorizing the playground, and all the other kids felt they had to stay out of his way? Ask the class, "How would you feel in the playground?" Consider if it's better to: (a) give in to a bully and let him have his way; or (b) fight the bully. Is there anything else you could do?

4. Consider Swimmy's alternatives; which of these does he actually do in the story?

5. Tell the class to pretend that, once Swimmy and the little fish swim like a big fish, Swimmy decides to try to convince the big fish to leave the school alone. What should he say? Would he have to swim away from the school? What is the danger if he does this? What could be done to reduce the danger?

Strategy 3: Cooperating to provide for the common defense and promote the general welfare

6. Give the students background about the decision of the 13 independent colonies to form a new national government. Discuss the advantages of pooled resources to improve the colonies' ability to fight against the powerful English army and navy. Discuss what each of the colonies gave up in forming one nation.

7. Review Swimmy's plan with the class. Lead a discussion in which students consider why the fish had to "swim close together, each in his own plane." Note that each fish would be giving up something in going along with the plan: the freedom to swim - or not swim - wherever each chooses. Discuss Swimmy's duties as the "eye".

8. Divide the class into small groups. For each group, appoint one student to be Swimmy; the others are the members of the new school of fish. Ask each "Swimmy" to explain to the other fish his plan for swimming like a big fish. Ask the little fish to voice all complaints and ask whatever questions they might have. The "Swimmys" are to respond.

9. Have the class come together again to discuss their experience. Ask the "Swimmys" to report on what they said. List the objections and questions of the fish.

Extension:

a. Discuss the concept of a school of fish. Draw pictures of the little fish.

b. Draw pictures of all the wonderful creatures Swimmy saw. Make pictures of other creatures that might live in the sea.

c. Use the pictures you have drawn to decorate a wall in the classroom. Look at the small section of the vast seaworld you have depicted, and see how many different creatures manage to get along together. Discuss how they are able to accomplish this.

THIDWICK, THE BIG-HEARTED MOOSE

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Thidwick, the Big-Hearted Moose, by Dr. Seuss. Random House, Inc. (NY: 1948); chalkboard and chalk

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Introduction: When the kind-hearted Thidwick lets a Bingle Bug ride along on his antlers, before he knows it, a number of other creatures have moved in permanently. When winter comes, Thidwick must go south to find food, or starve, but his guests have other ideas. They protest that he has no right to move their home. Thidwick faces death when hunters find him, and is saved by the fact that his antlers come off, and with them, his guests.

Rationale for Inclusion in Constitutional Curriculum: While children often have a good idea of what belongs to them and what does not belong to them, the significance of those notions is something they may not have thought about. Thidwick is about property and one's rights in property, if his antlers are viewed as property, but the story is also about impositions on one's self - the kind of impositions which the Constitution seeks to prevent.

Read Thidwick the Big-Hearted Moose aloud to the class.

Strategy 1: Exploring property rights and responsibilities.

1. Tell the students to imaging that they have lent their bicycles to someone. Discuss as a group what your rights are with respect to that bicycle. Does the borrower have any rights with respect to that bicycle?

2. Have the class consider what their responsibilities are with respect to a bicycle they lend to someone else. What are the borrower's responsibilities?

3. To discuss: Compare the ways in which the Bingle Bug gets a ride on Thidwick's antlers and the way the Tree-Spider climbs on. Who does the inviting in the two situations? Does that make any difference?

4. Do the guests on Thidwick's antlers have any rights?

5. Did Thidwick have the right to throw off his guests?

6. How would you answer the question Thidwick asks:

   Well what would YOU do
   If it happened to you?

7. Divide the class into two groups, one representing Thidwick and one representing the creatures on his horns. Debate this issue: Thidwick's horns are the creatures' home and Thidwick has no right to move it without their permission.

Strategy 2: The meaning of deprivation of liberty

8. Read the 14th Amendment to the class. Have students look up the word "deprive" in the dictionary. Discuss: What are ways in which someone can take away your liberty?

9. Discuss how the creatures on his antlers have deprived Thidwick of his liberty.

10. Challenge the class: The creatures exercised the democratic process by conducting a vote to determine whether Thidwick should stay or leave. Note that even the democratic process may sometimes be used in an attempt to disguise a system which is unfair. When this happens, due process has not been followed. What was wrong with the vote the creatures took?

Strategy 3. The meaning of deprivation of life

11. Consider how the creatures' refusing to let Thidwick leave could be construed as a deprivation of life.

VERONICA

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Synthesis,

Materials Needed: A copy of Veronica, written and illustrated by Roger Duvoisin, Alfred A. Knopf (NY: 1961); 8 instructions written on small pieces of paper for the eraser game; chalk; 4 erasers; chalkboard

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Introduction: Veronica is a "most inconspicuous hippopotamus" who is tired of going unnoticed in the midst of all her relatives. Veronica becomes quite conspicuous, indeed, when she leaves her muddy river bank and goes to the city.

Rationale for Inclusion in a Constitutional Curriculum: Veronica illustrates that rules are usually necessary to preserve freedom and peace for all.

Strategy 1: There are rules for many situations

1. Ask the students to list the places they have been this week. (They may include school, home, playground, store, friend's house, etc.) Write the most frequently repeated of these headings on the board.

2. Have the students list the rules they must follow in each place. Discuss how they know what the rules are.

3. Continue the class discussion by considering why some of the rules differ from place to place, and why some of the rules are the same although the places are different.

4. Play the Eraser Game. This is an adaptation of the American Bar Association's Special Committee on Youth Education for Citizenship's adaptation of "The Buckle Game" designed by Harriet Bickleman Joseph:

   a. Have the class form 4 lines. Give an eraser to the first person in each line.

   b. Give the students written instructions. The instruction to the first person in lines 1 and 3 should read as follows: "Pass the eraser from the front to the back of the line. When the eraser reaches the back of the line, go get it from the last person and bring it to me." The instruction to the first person in lines 2 and 4 should read as follows: Pass the eraser with your eyes closed to the person behind you., Do nothing else." The instruction to the last person in lines 1 and 3 should read as follows: Bring the eraser up to the first person in the line when you receive it. The instruction to the last person in lines 2 and 4 should read "When you receive the eraser, turn around and pass it over your head to the person who will now be in back of you."

c. After students begin to play, take students out of the game for failure to follow the rules. Don't tell them the rule they failed to follow.

d. After each interruption, ask teams to begin again.

e. Stop the game and review with the children what has happened. Discuss how those students who were taken out of the game felt when they had violated rules they didn't even know. Note whether particular frustration was caused by the fact that the first and last students had actually been given some instructions and felt they knew the rules. How did the remaining students feel? Did they have a sense that they simply didn't know what was going on? What happens to a game when the players are playing by different sets of rules?

5. Read Veronica aloud to the class; making sure the students understand the words "conspicuous" and "inconspicuous".

6. Ask the class, what are the rules on Veronica's river bank? (The students should see that even on the river bank there may be rules to keep the hippos living together in peace.)

7. Ask, what are the rules of the city? Where are they found? Did Veronica know the rules?

Strategy 2: Rules apply to everyone

8. Have students describe, in their own words, each of the situations in the book which happened because Veronica didn't know the rules of the city. Discuss the fact that even though most people are following the rules, problems result when even one person does not follow the rules.

Extension: Discuss the difference between a citizen and a resident. Ask student to consider the fact that, while some rights are preserved just for citizens, the rules are for everyone.

Strategy 3: Rules have a purpose

9. Ask the students to express how they feel about Veronica. (Some are sure to be sorry for her.) Ask how they feel about the other people in the story. Do they feel sorry for any of them? (they should - their rights have been infringed upon because Veronica has broken the rules.

10. Look at the ordinances of your city. Consider some of them and decide whom or what they're designed to protect. Write ordinances for each situation that Veronica gets into (stepping on feet; stopping traffic; bathing in a public fountain full of fish; eating vegetables from a vendor's cart).

Strategy 4: When you break the rules there are consequences

11. Invite a policeman and/or an attorney to class to talk about what happens when you violate a city ordinance. Ask them to differentiate between violating a city ordinance and stealing (which is a violation of the state criminal laws). Have your guests talk about what happens to a person who is in violation of a criminal law.

12. Plan and act out Veronica's trial. You can refer to the section on mock trials in this curriculum guide.

Strategy 5: What is a fair punishment for breaking the rules?

13. Go back to the chart you made in activities 1 and 2. Talk about how someone who violates those rules is punished.

14. Ask the class to think about whether it was fair for Veronica to be put in jail. Look at the question from both Veronica's perspective and the vendor's point of view. Now think about the situation from the government's perspective.

15. Veronica is released when the nice old lady pays for the vegetables she has eaten. Ask the class, has Veronica been punished enough? When someone takes another's property, is having to replace that property sufficient punishment?

YERTLE THE TURTLE

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: "Yertle the Turtle," in Yertle the Turtle and Other Stories, by Dr. Seuss, Random House (NY: 1950) 28 pp.; chalkboard and chalk; opaque projector

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Introduction: Yertle the Turtle is king of a pond of happy turtles - happy, that is, until Yertle decides to expand his kingdom. Yertle has concluded that, though he is ruler of all that he sees, he can become ruler of more by sitting on a higher throne and thereby seeing more. He stacks up his turtle subjects and uses the high stack as a throne. The complaints of Mack, the turtle at the bottom of the stack, only result in Yertle's demand that more and more turtles pile on, raising the throne still higher to increase Yertle's vision, and, thus, his kingdom, still more. When Yertle demands to be higher than even the moon, Mack, finally angry, burps, toppling the throne and freeing the turtles.

Rationale for Inclusion in a Constitutional Curriculum: "Yertle the Turtle" can be used to introduce, and, in the intermediate grades, explore the ideas of freedom and authority, and some of the mechanism for resolving social problems which are at the heart of Constitutional framework. The mechanism, which depend on citizen participation, include rejection of authoritarian control in the first instance, and petition for redress of grievances.

In considering how to prevent abuse of power in the first instance, students will consider the advantages of citizen participation. Students will attempt to establish a democracy following the overthrow of Yertle, and will experience the election process in so doing.

Write the words "freedom" and "power" on the board. Brainstorm as a class, and create a list of ideas that each word evokes in students' minds.

Read "Yertle the Turtle" aloud to the class. Use the opaque projector for illustrations.
Strategy 1: Recognizing abuse of power.

1. Have students describe the way the turtles feel at the beginning of the story. What is the turtles' life like? Were the turtles free?

2. Ask, How does the change take place? Consider the following: Did the turtles have anything to say about the situation? What did they do when Yertle gave his command? Why did they obey? Was Yertle being fair? What would have happened if the turtles simply refused to climb on? Is it likely Yertle would have climbed down from his throne to take action against them had they refused? What would have happened if he had tried to take action against them in this way? Could the turtles have sent messages to each other? Would other turtles have joined Mack in protesting?

3. Discuss the meaning of "abuse of power". Using the list of ideas that the class has created for the word "power," discuss each of those ideas in terms of "abuse of power".

Strategy 2: Asking what Wrongs be Undone

4. Have students role play the dialogue between Yertle and Mack.

5. Ask the class, how would you feel if you were Mack? Did Mack have the right to complain to Yertle? Where did he get that right? How do you feel about Yertle's responses?

6. Finally, Mack burps. Ask students why he doesn't continue trying to talk to Yertle. Have students think about the following situations. What would be the best way to stop what's going on in each? Who has the power in each situation? How did she/he get it?
   a. Your little sister/brother keeps taking one of your special things, and no matter how many times you ask her/him to stop, she/he continues.
   b. You are playing a board game with your friend who refuses to follow the rules, making up his own as he goes.
   c. Your parents are out for the evening, and a senior in high school is staying with you. She refuses to watch what you want to watch on television.
   d. Your parents have promised you that if you will clean your room, you will all go to the movies to see a movie you've been wanting to see. You've cleaned your room, and your parents are going back on their promise.
   e. Your teacher refuses to give the class recess because several students have been rowdy and the class hasn't completed the assigned work.

7. Read the First Amendment to the class, and discuss the meaning of the right "to petition the Government for a redress of grievances."

Extension: Write a news story telling about the overthrow of Yertle's government.

Strategy 3. Preventing Abuse of Power in the first place

8. Suggest that the class pretend they are the turtles, and they've gotten wind of what Yertle is planning before he builds his throne. Have them role play a meeting of the turtles discussing what to do.

LITERATURE: Yertle the Turtle, by Peggy Burns

9. Suppose at the meeting, the turtles decide to communicate with the king about their concerns. Have the students consider each of the following ways in which they might communicate with the king:

a. each write separate letters to the king;
b. draft a petition to the king;
c. appoint a representative to talk to him;
d. stage a protest;
e. wage war against him.

Have the students break into five groups (more, if they think of other ways to communicate with the king). Have each group plan, and where, possible, act out the ways in which they might communicate with the King. Discuss the advantages and disadvantages of each.

10. Once Yertle is dethroned, what ways might the turtles prevent a similar situation from arising again. Relate this discussion to the alternatives available to the newly independent states.

11. Have the class establish a democracy after the overthorw of Yertle. Have nominations for president of the pond. Have the new candidates present campaign speeches for an election.

12. Consider how the individual's ability and right to participate in government helps the President do a better job.

THE KING'S FOUNTAIN

Grades: Intermediate

Bloom Levels: Application, Synthesis

Materials Needed: The King's Fountain, by Lloyd Alexander, illustrated by Ezra Jack Keats. E.P. Dutton & Co., Inc., (NY, 1971) 30 pages; an opaque projector; chalkboard and chalk

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Introduction: A king once decided to glorify his kingdom by building a wonderful fountain. The effect of this, however, would be to cut off the flow of water to the city. A poor man went in search of a spokesman who could explain that the people would die of thirst if the plan were carried out, and convince the king to put aside his plan. The wisest scholar not only refuses to turn his attention to these humble matters, but is, in any event, unable to communicate so that anyone can understand him. The Merchants were too afraid to face the king, although they had plenty of advice to give the poor man. The strong and brave metalsmith is ready to respond with force against the king, but the poor man realizes that even the metalsmith would be no match for the palace guards. The poor man has no choice but to go to the king himself. He acknowledges the king's power to kill him, but reminds the king that the cost of his fountain will be the lives of his people. The wisdom of his words persuades the king.

Rationale for Inclusion in a Constitutional Curriculum: This excellent story by a Newberry Award winning author is another opportunity to consider the individual's First Amendment right to petition the government for redress of grievances. Students will think about the importance of citizen participation in government.

Discussion of The King's Fountain should follow discussion of "Yertle the Turtle".

Read the book aloud, or have students take parts and do the reading. Use the opaque projector to show Ezra Jack Keats' wonderful illustrations.

Strategy 1: A consideration of citizen participation

1. The illustrator, Ezra Jack Keats, says the book was born of a discussion between him and Lloyd Alexander about the need for the individual to act when life demands action. Tell the class: You, the reader didn't have the benefit of hearing that discussion. Look at newspapers and magazines to get ideas about situations in which life demands action. Have students bring in clippings talking about such situations. Decide which of these requires the individual to act. Brainstorm kinds of action which might be appropriate.

2. At the back of the book is a poem by the Hebrew scholar Hillel:

If I am not for myself, who will be for me?
And if I am only for myself, what am I?
And if not now, when?

Discuss what this poem says about participation and interrelationships with others.

Strategy 2: Seeking to Undo Wrongs

3. Consider each of the different ways the class talked about for seeking to undo wrongs in the discussion of "Yertle the Turtle." Does The King's Fountain make the class think of others? How would each of the ways you considered when talking about "Yertle" work here?

4. The poor man and the merchants are very afraid to talk to the King, and, indeed, the King has the power to kill whoever crosses him. What safeguards are built into our Constitution so that we need not be afraid to try to right wrongs that the government may do?

5. List the following concepts on the board: Motivation; Planned Action; Who would be Affected?; What he does? Discuss each of these topics in terms of both Yertle and the King.

Extensions:

a. Contamination of the water supply has been a local problem recently in the news. Have students research this issue, or any others which come up in your discussion in Activity #1. Discuss resources which are essential to us over which the government may have some control.

b. Suppose Congress passed a law which would completely cut off the water supply of some people. Discuss whether the Constitution prohibits such legislation. Discuss ways to address this problem which are provided in the Constitution.

MAUDIE AND ME AND THE DIRTY BOOK

Grades: Upper Intermediate

Bloom Levels: Comprehension, Application, Synthesis

Materials Needed: Maudie and Me and the Dirty Book, by Betty Miles, Alfred A. Knopf, (NY: 1980) 144 pages

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Introduction: When ll-year old Kate becomes involved in an inter-school reading project, she thinks her biggest problem will be having to spend time with Maudie Schimidt. Kate and Maudie resolve that problem by becoming good friends, but face another more serious issue when they read a book called The Birthday Dog to a class of first graders--Censorship!

Note: The book is considered objectionable because of the accurate rendition in words and pictures of the birth process. The discussion which followed the reading of the book was provoked by the used of correct anatomical terms in the book. Rationale for Inclusion in a Constitutional Curriculum: Maudie and Me and the Dirty Book gives insight into how the First Amendment rights of different people can clash in a given situation. Students will think about the best ways to handle disputes.

Read the First Amendment with your students.

Strategy 1: When freedoms clash

1. Simulation: Imagine that each of the following characters must make speeches before the school board when it meets to consider whether to end the interschool reading project. Write short speeches for each speaker, keeping in mind the role each character plays in Maudie and Me and the Dirty Book (thanks to Gayle Mertz, John Zola and Safeguard Law Related Education for this idea):
   a. Gerda Whitman - children's librarian
   b. Ms. Plotkin - the teacher who organized the project
   c. Anne Dwyer - the first graders' teacher
   d. Mrs. Robbins - parent of a first grader who loved the project
   e. Mrs. Bergen - on behalf of Parents United for Decency
   f. Mr. McConnell - expressing the viewpoint represented by his letter on pp. 106-7
   g. Mrs. Doe (added to the story for purposes of this simulation) - parent of a first grader who feels there are things children should learn from their parents, not from the schools.

2. Discuss: If you were a parent of a first grader in Ms. Dwyer's class, and your child came home and told you about the book and the discussion which took place, what course of action would you take?

3. Have the class consider: How do you feel about censorship? Do you think that any books should be censored. Which ones, or which types? Why? Does it matter under what circumstances the book is used or made available? What if the book in question is: (a) required reading; (b) supplemental reading; (c) a book which is read aloud to the whole class; (d) a book which is on the library shelves. Are there ways to make the availability of the book less objectionable in each of the circumstances listed above? Ask: Why should you consider a whole book before determining if it should be censored?

4. Have the class write letters to the editor of the "Crier", the newspaper in Maudie and Me and the Dirty Book, for and against the reading of the book.

5. People's First Amendment rights can sometimes come into conflict. Do students have a freedom to learn? Does Mrs. Bergen have freedom of speech? Does Kate? Can you think of ways to resolve these conflicts?

6. On page 140, Kate says, "Democracy is exhausting." What does she mean? Discuss.

7. Explain to the students that, when teaching materials are at issue, the courts have generally resolved questions on the following guidelines: Are the teaching materials relevant to the subject matter? Are the materials appropriate to the age and maturity levels of the students? Will they disrupt the discipline of the school? Do the materials conform to acceptable professional standards? Evaluate The Birthday Dog in this context.

Strategy 2: Taking another look at "kids' lit".

8. Kate says on page 36, "It's funny how just the look and feel of a book takes you back to when you first read it." Visit the children's section of your local library and have students choose at least one book that evokes that feeling in them. Have them give talks on that book's ability to take them to another time.

9. Have students consider: If you were involved in an interschool reading project like Maudie and Kate, what books would you choose to read to a first grade class? Read one of these aloud to your class. Tell the class why you chose that book to read. Discuss with the class whether the book has any continuing value now that they are older.

10. Research what children were reading in 1791, when the First Amendment was ratified.

11. How do the other students in Kate and Maudie's class react when Ms. Plotkin announces the interschool project? How have they changed by the end of Maudie and Me and the Dirty Book? What caused the change?

10) Foreign Language

FOREIGN LANGUAGE: TABLE OF CONTENTS

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Why Study France In Connection With The Constitution?

Most discussions of the intellectual origins of the Constitution center on English thought and English customs; it is important, however, to remember that the French philosophers of the eighteenth century also were part of the Age of Enlightenment. Montesquieu (1689-1755) is known for his treatise on the separation of powers. Throughout his life, Voltaire (1694-1778) suffered reprisals from his monarchical government for his writings against the injustices of his time. Rousseau (1712-1778), too, was driven from Paris and into seclusion because of his outspoken beliefs in liberty and equality. Their ideas are found in our Constitution and our Bill of Rights. The French Revolution occurred in 1789; they'll celebrate their bicentennial in just two years. They plan to include the United States in this celebration.

The English language is as strong and widespread as it is today because of its tendency to adopt foreign words and expressions. English is a Germanic language, but Latinisms abound, and many of them came to us through French. The preamble of the Constitution is an example of how many French words occur in everyday English, especially when we are speaking of values and ideas.

As we teach children about the beauty of our Constitution, let's be sure that they also remain open to the high quality of ideas around them. We Americans can be chauvinistic, always thinking that our way is the best or only way. During the bicentennial year, when we are celebrating our American-ness, we have a wonderful opportunity to teach tolerance and understanding, basic principles of our Constitutional government.

We need people who speak and read other languages: we need them in research, in business, and in diplomacy. Plus, it's fun to be able to think in a different way, to be able to read a whole other literature, to speak to those who live in a different culture, to sing foreign songs knowing what you're singing and how to pronounce the words.

Students in the United States usually begin the study of their second language too late. Elementary school is the ideal time--when children are more open to new ideas and less afraid to experiment in front of their peers. We hope that this unit will introduce some children to a whole new world.

The first five lessons are suitable for the primary grades and grades four through six; the sixth is (probably) just for grades four through six. Lesson seven is a follow-up plan for everyone.

While learning about our French heritage, the students will work with maps of Europe, France, England, and parts of the United States and Canada; they'll learn some French words which are like English words; they'll color a French flag, and they'll learn a French song.

• Optional Tape Available:

The Denver International School taped a kindergarten session in which they learned to sing the song, *Trois Poules.* Your students will love it!

Send check or money order for $1.50, for postage and handling, to:

Mary Apodaca, Foreign Language Consultant
Colorado Department of Education
Curriculum and Instruction Unit
Room 400: TAPE REQUEST
201 E. Colfax, Denver, CO 80203, requesting the tape by name: *Trois Poules.*

We'll send you a tape which you can copy and return.

SITUATING FRANCE IN RELATION TO ENGLAND

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Map of World, Map of Europe

Introduction: Teacher will show physical-geographical relation of England and France. Explain that France (French) influenced England and English. Children will color a map of Europe.

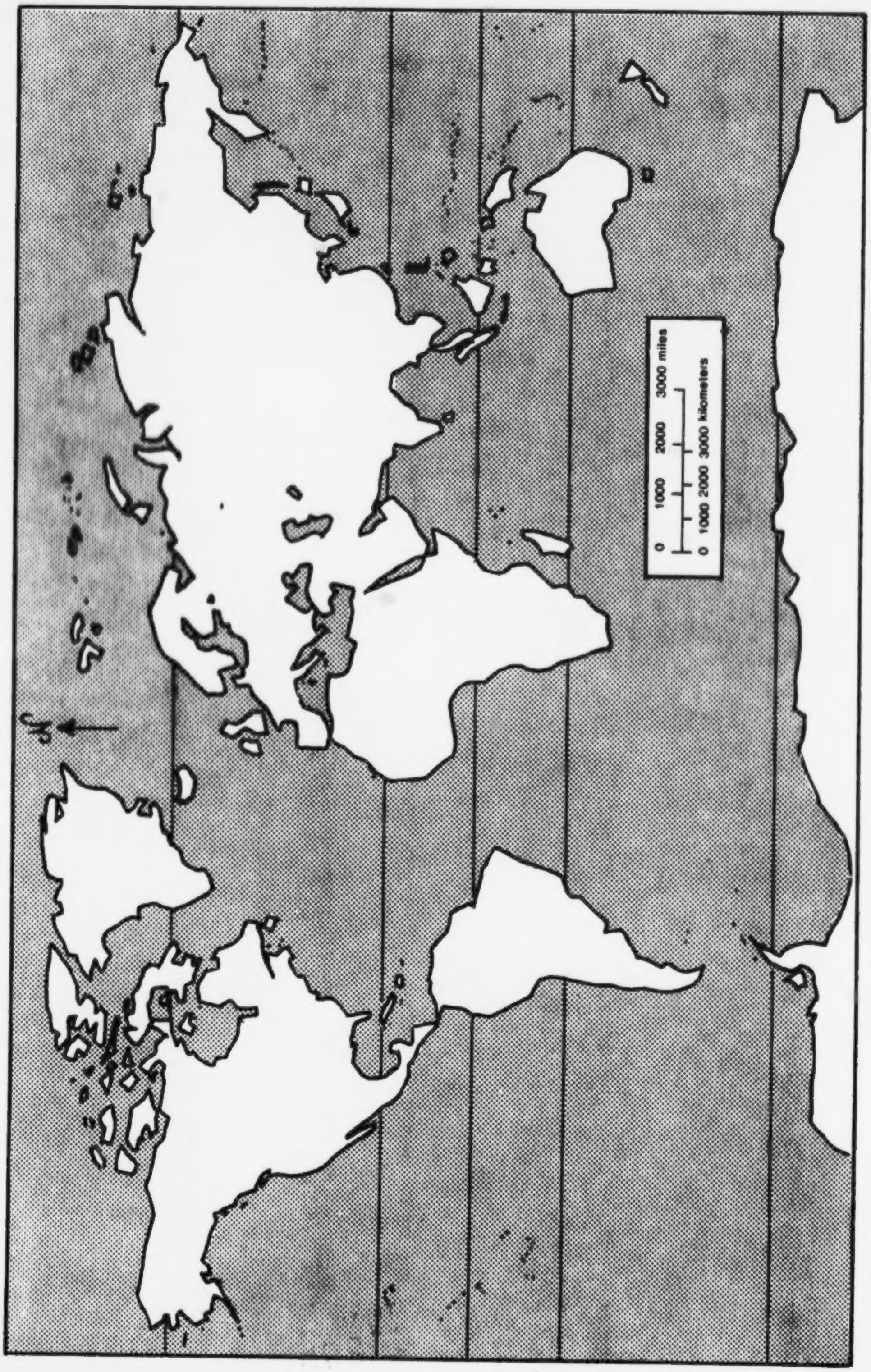
Let's talk about FRANCE. France is a nation in Europe. How many of you have heard of France? What do you know about it?

Where is France in the world? It's in Europe. Let's find Europe and then France on a world map. Now let's find England on this map. England is the country that the colonies belonged to before the War of Independence. How close are France and England? What's between them? An arm of the Atlantic Ocean. Do you suppose the people of France and England used to visit each other? How would they travel from one country to the other? How wide is that water? About twenty miles at its most narrow and one hundred miles at its widest. How far is twenty miles? What's twenty miles from here? That's not really very far, is it? How far is...(a town or place about twenty miles away)? About twenty miles. Do you think that's far? How did people travel then? It is far by foot; is it far by boat? Is it far by horseback? Well, they'd have to take a boat to cross the water, so we can tell that it wouldn't take too long and they would probably visit each other pretty often.

What's this arm of the ocean called? The water between England and France is called the English Channel. Of course, that's if your map is written in English. We speak English because the States were once English colonies. Would the French necessarily call this water (that doesn't belong to England or France, but is international) the English Channel? They don't, you know.

What do you suppose they might call it? Let's get some ideas: (No, they don't have to be in French; just give the English translation of what the French might call it.) They might call it the French Channel. But actually, they call it "La Manche" or 'the sleeve'. Why do you suppose they call it that? Right, because it is shaped like a sleeve. Our dictionaries say it's an arm; they think of it as a sleeve. French and English do not always interpret the world in the same way. That's a neat thing about learning another language: you can see the world from a different point of view.

So France and England are very close together, only twenty miles apart. They have always communicated. Sometimes they've lived in peace, and they've fought each other several times. They fought a long time ago; France won the war, and many French people moved to England. The French ruled England for about two hundred years. Lots of people in England were forced to stop speaking English and to begin speaking French. Many French words and expressions came into the English language at that time, including lots of words that have to do with government. These words are still in everyday English. We'll talk about that on the next lesson. Right now, let's color in France and England on this map of Europe. England's not really in Europe; it's those islands next to Europe. We'll color in England and France. Let's put in the English Channel, and the capitals of each country: Paris and London, and the major river that each capital is situated on: the Seine (SEN, not SAYN) and the Thames (TEMZ). You can put the names in French or English: (Write both on board) England: Angleterre, France (the same), and La Manche: the English Channel, of course.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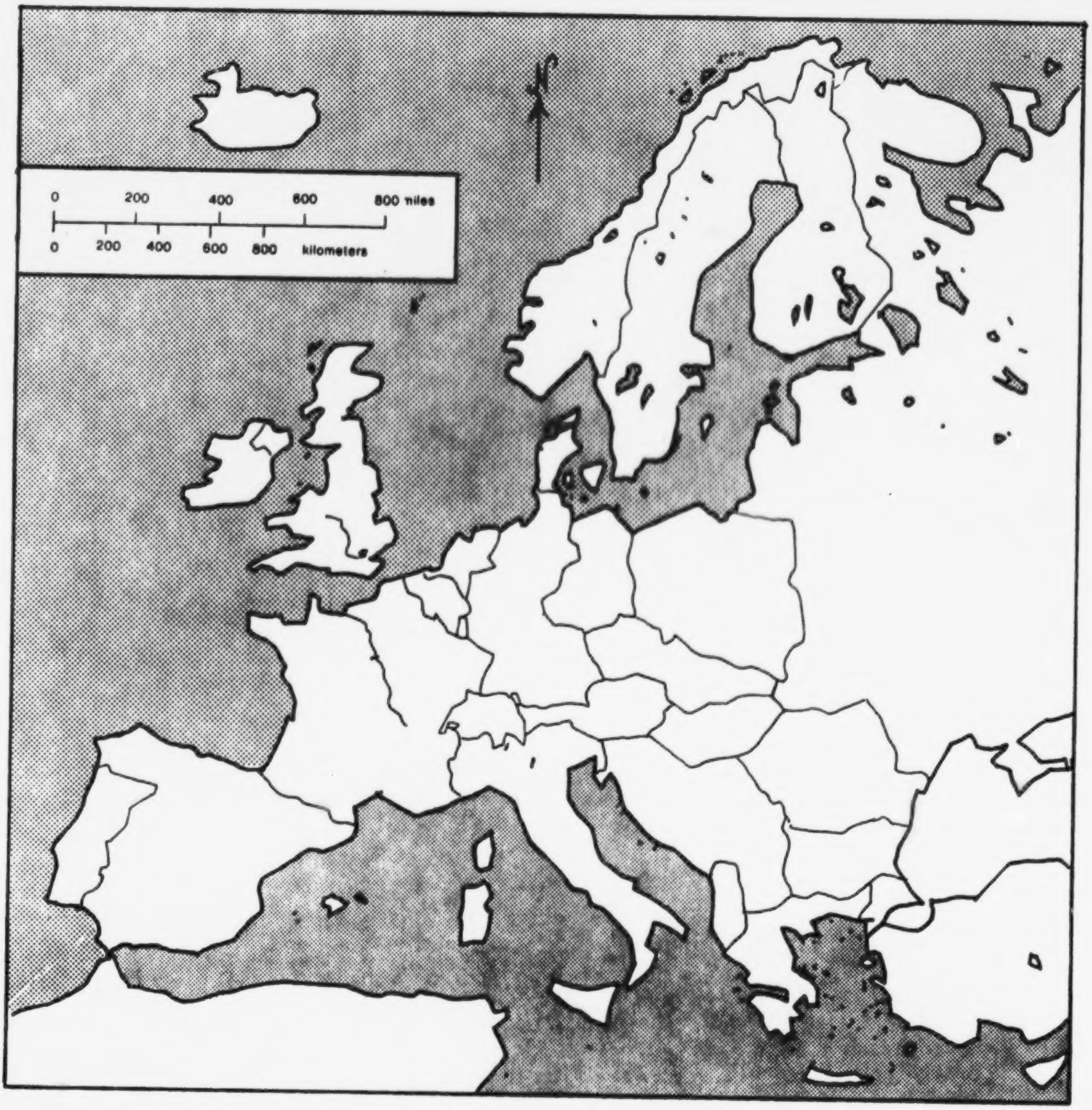
FOREIGN LANGUAGE: Situating France in Relation to England, by Mary Apodaca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FRENCH INFLUENCE ON THE UNITED STATES

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Map of the United States and Canada

Introduction: Discussion of imaginary borders, Canada's French heritage, French in our everyday lives. Children will learn six French words.

In England (and in the United States) we speak English. England-English. We're speaking English right now. What language do you suppose George Washington spoke? Benjamin Franklin? Thomas Jefferson? Yes, they all spoke English, but many of the colonists also read and spoke French. Franklin and Jefferson learned to speak French when they were ambassadors to France, but they learned to read it before that. Many people in the United States speak French even today. In Canada, the northern United States, and in Louisiana there are people who don't speak any English; they just speak French. There are lots more people who speak French and English every day.

Let's find Canada, Vermont, New Hampshire, and Maine, on this map. Vermont, New Hampshire, and Maine are in the United States, but they are states that are right next to Canada, right next to the part of Canada called Québec (kay bek) where four and one-half million people speak French. It makes sense that even though the United States and Canada are two separate countries, there isn't that much difference between the people on the borders: some people on either side speak only French and others speak only English, and some speak both French and English.

You can't actually see borders, can you? How many of you have traveled to (a town nearby)? Could you see when you left (our town)? Or when you entered (the nearby town)? You can see signs that say, for instance, "entering...", but you can't usually see the actual borders; they are imaginary. So people of different nations which touch each other blend together and often are a lot alike.

France has influenced the United States, 1) through the influence it had on England and English, and, 2) later, directly on the United States, through the relationship our two countries have always had. (We 've had lots of influence on France, too, but that's a different story.) Can you think of some French influences on your daily life?

What about French fries? They're called French fries in lots of languages and countries. The way they are cooked--cut into strips and fried in deep fat--is a way the French invented to cook potatoes. They have lots of ways to cook potatoes; that's just one. The French don't call them "French fries"--just fries (in French, of course). It's pronounced FREET.

What are some other influences from the French? (Examples: bicycles: dérailleur, Tour de France; mountain climbing: pitons; fencing: En garde!; cooking terms: crepes (they don't eat them for breakfast), croissants (they do eat them for breakfast), sauté, casserole; fashion terms: couture, boutique; cars: coupé, sédan, Monaco, Grand Prix, Renault. American cars have French names like Chevrolet, Cadillac (kah dee yahk) because of French names and families in Michigan; others have French names because it's chic (French word) to call things by French names).

There are French names in Colorado, too: Do you know any? (Cache la Poudre, Platte, Louisville, Lafayette, Bellevue, Fremont, Grand (Lake). In Colorado there are many more Spanish names than French names, but the French names are there because some French explorers came through (especially northern) Colorado and named some mountains and places.

Grand Lake is one of the places in Colorado with a French name: 'grand'. But you thought 'grand' was an English word! (Note to the teacher: Grand usually means 'big' in French; that's what it means in 'Grand Lake'.) Remember that France and England are close together--let's situate them again on this map. Who can find France? Where is England? What's between them? How far is that? Two countries so close together will have influence on each other. Lots of French words came into English when the French lived in England. Lots of English words exist in French. Here are some other French words: ('LA and LE mean 'the'). Say the words as you point to the objects.

LA TABLE (lah tahb)	LA PAGE (lah pahj)	L'IMAGE (lee mahj) (picture)

What do you notice about these words? They look just like English, don't they? Well, they don't sound just like English. These are words--and there are lots of them--that are the same in French and English. These words look alike, but they don't sound just the same. French and English are not really alike; they just have some similarities. It takes years of dedicated study for us to learn French. We can start right now; I'll read these words out loud in English. Here's how they are pronounced. Now, you read them with me.

Would you like to hear some French? I'll pronounce the words for you. I don't know French, but I have a phonetic transcription of the words; they are spelled out for me like they would be pronounced in English. Let's be sure everyone can pronounce them. This side of the room: The other: This row: Volunteers: (don't make anyone say them alone who doesn't want to). Now you know some French! Now here are some French words for other classroom objects. (Say the words as you point to the objects; you'll need to repeat several times before they say the words; don't make anyone say them who doesn't want to.)

Map:	LA CARTE DE FRANCE	(lah kaht de frahn suh)[1]
Flag:	LE DRAPEAU	(luh drah poh)
Chair:	LA CHAISE	(lah shay zuh)

Let's pronounce these words together; (rows, individuals, (if they want). Let's learn these six words for our next French lesson. Review the first three and add these.

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[1] Whenever a syllable ends in the transcription/ nh/; let the air pass through your nose, but don't let your tongue touch the top of your mouth. (You don't want to pronounce the /n/).

LEARNING THE SONG

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Tape (Optional), Words of song, Translation

Introduction: Brief overview of French in the U.S. Learn song with or without optional tape.

France-French. How many of you have ever heard French spoken outside of school? Do any of you know someone who speaks French?

What are our French words? (Write the words on the boards as the children say them to you). Repeat the words together; point to the object as you say the words.

Do any of you have a French first name? Do any of you have a French last name? (Write on board).

Having a French last name may mean that your family is of French origin. Lots of people in the United States have French in their family background. That's because the French colonized the American continent just like the English did; they settled especially in Canada, the northern United States, and also in Louisiana.

(Optional: This is a tape of a French song sung by French and American children in a school where they spend part of each day learning all of their lessons in French. Let's listen first and then learn the song! Play tape and repeat with it.)

(Or : I'm going to teach you a French song. Again, I have the phonetic transcription of the words. The tune is the same one we sing when we sing "Twinkle Twinkle Little Star." That's an international tune; although we think of it as ours. So do French girls and boys, because this is a popular song in French elementary schools.)

(To learn the song: Listen to the tape, or:
First say the words, one phrase at a time; the children repeat the words. Then sing the words, one phrase at a time; the children sing after you. Build up until you know the whole song!)

FOREIGN LANGUAGE: Learning the Song, by Mary Apodaca

Quand trois poules vont aux champs

Quand trois poules vont aux champs,
La premiére va devant.
La deuxiéme suit la premiére;
La troisiéme va derriére.
Quand trois poules vont aux champs,
La premiére va devant.

Translation:

When three chickens go to the fields,
the first one goes in front.
The second follows the first one.
The third goes last.
When three chickens go to the fields,
The first one goes in front.

Phonetic transcription:

kahn[1] twah poo luh vohn toh shahn
lah pruh myay ruh vah duh vahn
lah duh zyaym swee lah pruh myay ruh
lah twa zyay muh va day ree ay ruh
kahn twah poo luh vohn toh shahn
lah pruh myay ruh vah duh vahn

Tape Script:

1. Anne Youinou, French teacher, says the words of the song.
2. Elizabeth Rains, American student, repeats the words.
3. Evelynne Wantz, French teacher, sings the words.
4. Evelynne sings the song again, line by line,
5. Then all the kindergarten children sing the whole song.

[1] to pronounce the sound shown here as /hn/: let the air pass through your nose, but don't let your tongue touch the roof of your mouth. You do not want to say the /n/.

Quand trois poules vont aux champs

Quand trois poules vont aux champs,

La premiére va devant.

La deuxiéme suit la premiére;

La troisiéme va derriére.

Quand trois poules vont aux champs,

La premiére va devant.

FOREIGN LANGUAGE: Learning the Song, by Mary Apodaca

PRACTICING THE SONG

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Same as for Lesson 3

Introduction: Continue Song from Lesson 3

Use tape or continue to teach the song with the transcription.

SINGING THE SONG TOGETHER

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

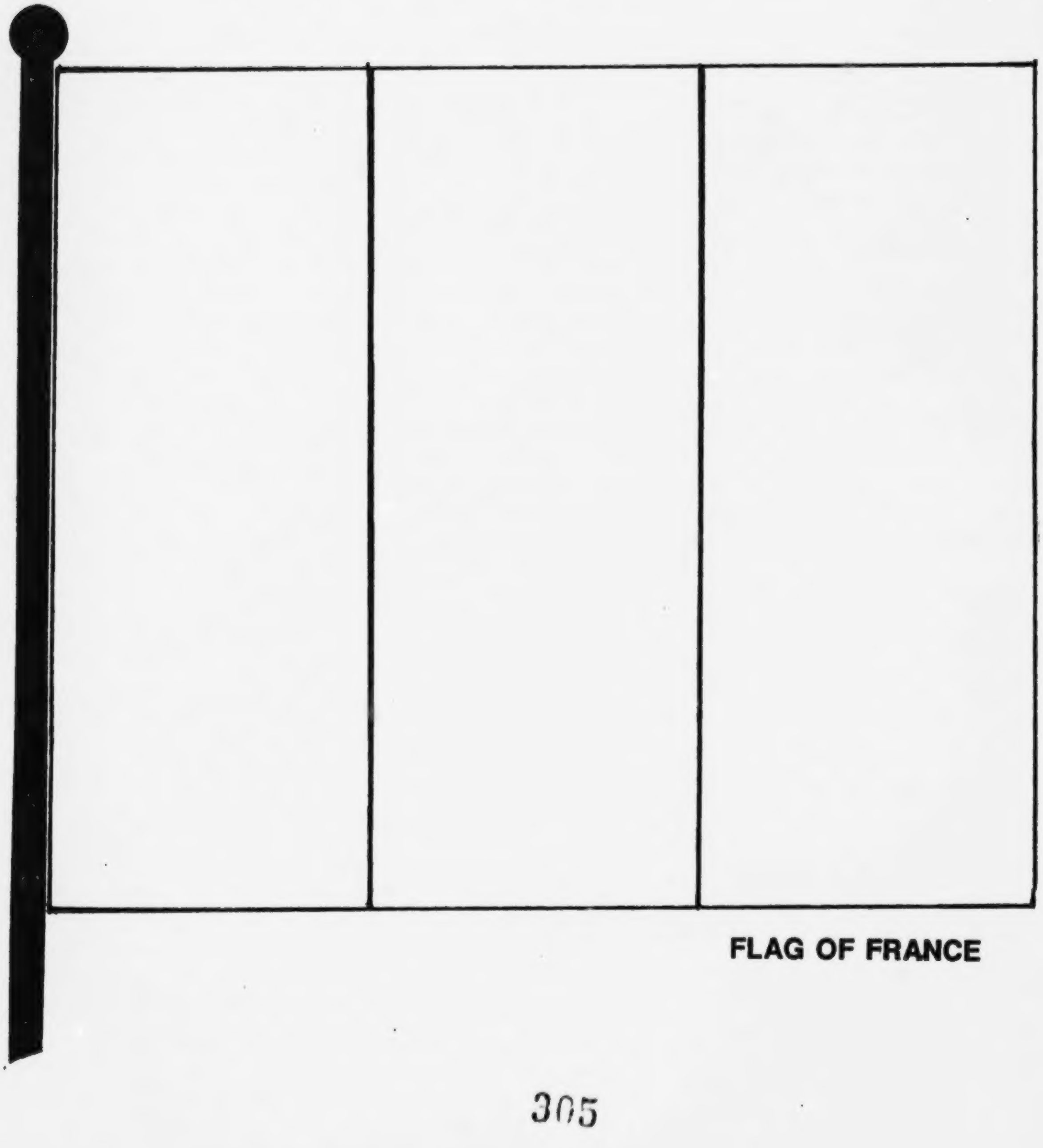
Materials Needed: French flag to color, Words to song

Introduction: Teacher goes over what's been learned: Influence on England, colonies, United States; where French is spoken; how words are like English words. Children color a French flag.

We've learned that the French influenced the English people and the English language. This influence was carried over to the American continent first, by the English who colonized America, and, later, directly, by the French who carried on diplomatic relations with the colonies and then the United States.

We've learned where France and England are in the world, and where they are in relation to each other. We've learned that French is spoken in Canada and in parts of the United States. We've also learned some French words which are spelled the same in English but not pronounced the same; we've learned how to say some other French words, and we've learned a French song!

All of this is to help us remember that French and France are part of our nation's heritage. Here's a French flag. What do you suppose the colors are? Right! Red, white and blue. The blue is closest to the flag pole, then white, then red. Let's color it!



FLAG OF FRANCE

FRENCH INFLUENCE ON THE CONSTITUTION

Grades: Intermediate

Bloom Levels: Comprehension, Application,

Materials Needed: Preamble; 2 Maps of France: 1) Teacher Model, 2) Student Map

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Introduction: Teacher presents words of French origin found in the Preamble to the Constitution. Discussion of the 3 most famous French philosophers of the age of Enlightenment.

Here are some more French words. (Write these words on the board; don't write the transliteration.)

UNION	JUSTICE	TRANQUILITÉ	DÉFENSE
(oo nyohn)	(joo stees)	(trahn kee lee tay)	(day fahn suh)

LIBERTY	CONSTITUTION
(lee bayr tay)	(kohn stee too syohn)

What do you notice about these words? They look just like or almost like English words, don't they? These are French words.

The French philosophers of the 1700's--the names of the most influential are Voltaire (vol tayr), Montesquieu (mohn tay skyuh), and Rousseau (roo soh)--wrote about freedom and the rights and responsibilities of the people.

These Frenchmen were impressed by what was going on in England, but the French philosophers had some ideas of their own on how the people--rather than the king--could govern a country.

Voltaire is famous for many books and letters. One thing he believed very strongly was that everyone should be treated equally; he believed in justice for everyone. He explained very well how regular people, people like you and me, should be free, and not treated unfairly or subjected to unfair laws or to wars started by kings. He lived in a time when these ideas were new and revolutionary. His ideas and beliefs can be found in our Constitution.

Rousseau is famous for his writings about the responsibilities of the private citizen. He was born in Switzerland, but is considered a French philosopher. He felt that if we, the people, are going to govern ourselves, then we must work and devote time to our government. He also believed very strongly in liberty and equality, the very foundation of our nation.

Montesquieu wrote about the separation of powers: there should be three separate parts of the government. One which makes the laws, a second which carries out the laws, and a third which decides whether the laws are good laws. This is the basis of our government as set out in the Constitution.

As we celebrate the bicentennial of the Constitution and show how proud we are of the great thinking of the people who formed our government, we must be careful to remember that other people and other nations contributed to these good ideas. No country or nation lives alone in the world. We influence and are influenced by other countries.

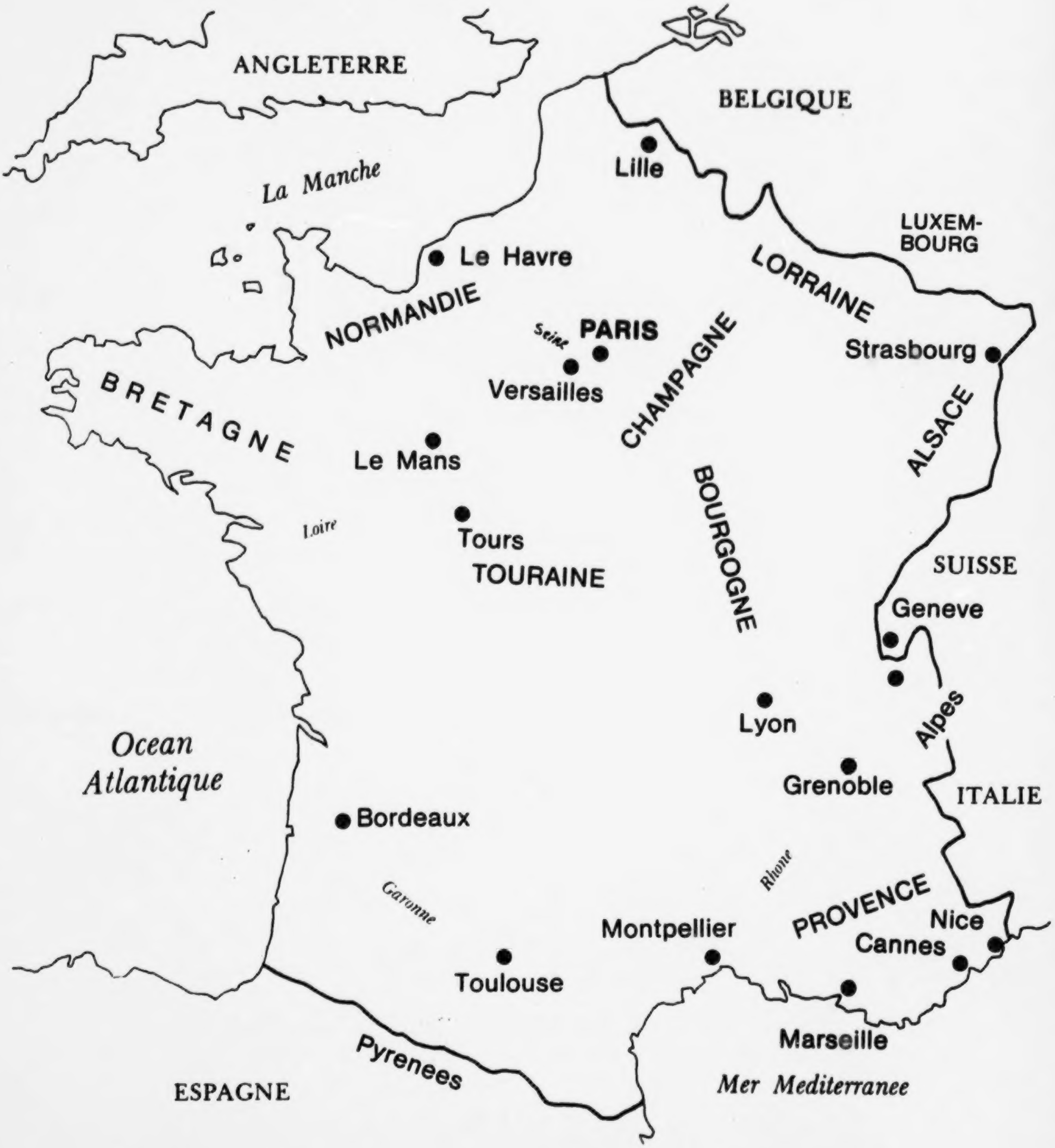
Here's the preamble to our constitution: (handout). Certain words are underlined 1) to point out the French influence in words we use every day., and 2) because these words express the ideas of the French PHILOSOPHES (fee loh zof): Montesquieu, Voltaire, and Rousseau.

Many French people were devoted to democratic ideas. When we won our independence from England, the French people wanted their liberty more than ever. We influenced them. They revolted against the king, starting in 1789.

In 1989, France will celebrate the bicentennial of their revolution; that's just two years from now. They'll include America in their celebration, just as we're including France in ours.

To finish off our French unit, you can be like French school children. Here is a map of France with everything written in French. Make your map look like a French map. Most of the places have names that are very much like their American names. If you have questions about what some of them mean, I'll help you. And, we can sing "Trois poules" again.

LA FRANCE


ANGLETERRE
La Manche
BELGIQUE
Lille
LUXEMBOURG
Le Havre
NORMANDIE
LORRAINE
PARIS
Seine
Versailles
CHAMPAGNE
Strasbourg
BRETAGNE
ALSACE
Le Mans
BOURGOGNE
Loire
Tours
TOURAINE
SUISSE
Geneve
Lyon
Alpes
Ocean Atlantique
Grenoble
ITALIE
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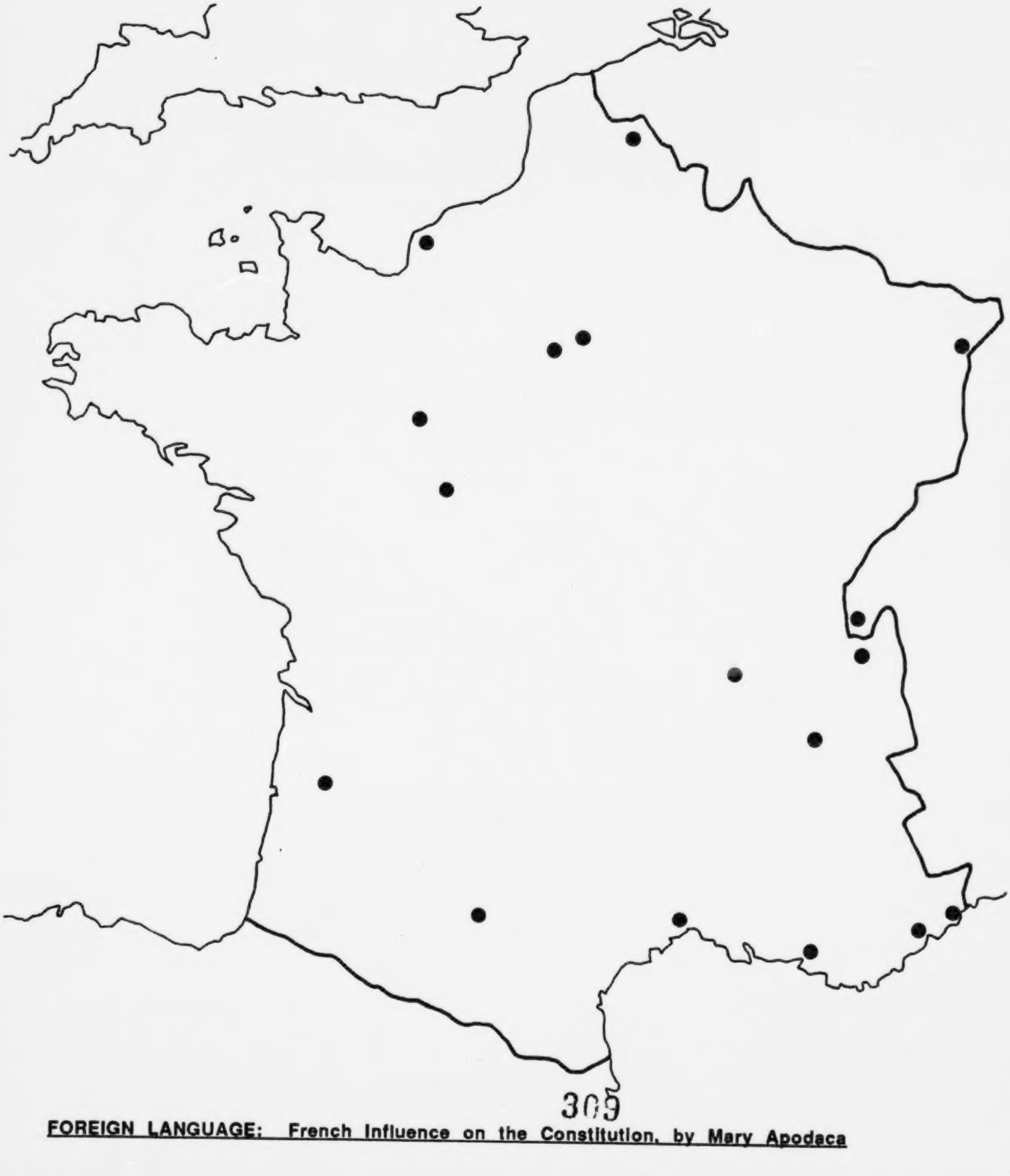

FOLLOW UP

Grades: Primary and Intermediate

Bloom Levels: Comprehension, Application

Materials Needed (Optional): French Notebook or a section from a Constitution Notebook; news magazines and/or newspapers; food labels and instructions on appliances; check activities list for many other optional materials

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Discuss what you have learned and why. Now that you have become aware of this facet of our heritage, let's continue through the year to take note of French influences.

The students can keep all of their papers that have been generated by this unit in a French Notebook with a neat cover that they design, or as a separate section of their Constitution notebook. Throughout the year, it could be added to individually, or with regalia shared as a class effort. Students could find evidence of our ongoing relationship with France and with French.

1) articles in magazines and newspapers;
2) advertisements a) of French products, and b) which use French;
3) labels on foods and instructions on appliances, etc.; discuss why these are on these products (many come from Canada);
4) products and stores; check to be sure it's really French or if it just has a French name;
5) cartoons, other jokes; discuss whether they show admiration or lack of tolerance;
6) books (assigned or free reading): subject matter, country of origin;
7) words in readings; the student can check your school's largest dictionary to be sure the word is of French origin;
8) sharing trips;
9) family information;
10) television shows, movies, music;
11) use your imagination and that of your students!

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11) Drama

DRAMA: TABLE OF CONTENTS

DRAMA INTRODUCTION
THE ABC's OF THE CONSTITUTION
THE WRITING OF THE CONSTITUTION

DRAMA

Following are two plays revolving around the Constitution. There is one for the primary grades (The ABC'S of the Constitution) and one for the intermediate grades (The Writing of the Constitution). Both of these plays were written with the intent to teach the students about some of the fundamentals dealing with the Constitution and its formation. These plays can be easily adapted to include additional or fewer students. The props and scenery are fairly simple and shouldn't require a great deal of effort. The costumes, especially for the intermediate grades, may require hunting through some closets for knickers and three cornered hats. Patriotic songs can be added to the beginning or end of either play to round out your production. These plays would work best as culminating activities.

Also, attached is a bibliography of other plays dealing with the Constitution which can act as a springboard for more ideas.

Bibliography:

Primary Plays

"The Constitution is Born," by C. Brown
"Music From the Days of George Washington," by C. Engel
"When Freedom was News," by A. Fisher

Intermediate Plays

"Ladies of the Jury," by Fred Ballard
"Witness for the Prosecution," by Agatha Christie
"The Trial of A. Lincoln," by James Damico
"To Kill a Mockingbird," by Harper Lee
"For the Defense," by James Reach

THE ABC'S OF THE CONSTITUTION

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: See props list below

Introduction: This play was written for primary children

The ABC's of the Constitution

by Shawn Colleary

CAST

Narrator
One child for each letter of the alphabet

Note: Additional words may be added to accommodate a larger group of children, or there can be more than one child representing a letter.

Setting: This can be left up to the imagination of the teacher, as the play does not warrant any special arrangements.

Props: Large cards with the letter and the word it represents for each student. Children can dress in red, white and blue.

Narrator: This year we are celebrating the birthday of the Constitution. The Constitution is a written set of rules by which the United States government is guided. Here now are the ABC's of the Constitution.

A: (holding up sign) A is for Amendments. Amendments are changes made to the Constitution. They are added to the Constitution and become part of it.

B: B is for the Bill of Rights. The Bill of Rights was the first set of amendments that protects the individual rights of the people. Some of these rights are freedom of speech and religion.

C: C is for Congress. Congress is the part of the government that makes the laws for the United States. It has two parts, the House of Representatives and the Senate.

D: D is for Democracy. Democracy is the type of government we have in the United States. A democracy is a government that is run by the people who live under it.

E: E is for Executive. The executive branch is just one of the three branches of our government. This branch is headed by the president, who has the duty of putting laws into effect.

F: F is for Freedom. In our country we are free to think as we please.

G: G is for George Washington. George Washington was in charge of the convention where the Constitution was written and later became the first president of the United States of America.

H: H is for the House of Representatives. The House of Representatives is one of the two parts of Congress. The Senate is the other part. Together they make the laws.

I: I is for Individual Rights. Individual rights are protected by the Constitution because it is believed that individual rights are as important as the whole government.

J: J is for Judicial. This is the second branch of our government. The judicial branch is headed by the Supreme Court and tells us the meaning of laws.

K: K is for King George. King George was the ruler of Great Britain when the United States wanted their independence.

L: L is for Legislative. This is the third branch of our government. The legislative branch is made up of the Congress, which makes the laws.

M: M is for Madison. James Madison was the recorder at the convention where they wrote the Constitution. Mr. Madison is known as the Father of the Constitution.

N: N is for Nation. The Constitution helped us become a nation, one country united under the same government.

0: 0 is for Official. The official Constitution was signed on September 17, 1787.

P: P is for President. The president heads the executive branch of our government. We have had many presidents. George Washington was the first, and Ronald Reagan is our current president.

Q: Q is for Quit. Even though it was very hard and took a lot of effort to write the Constitution, the people didn't quit.

R: R is for Ratify. Ratify means to approve. The Constitution was approved by the majority of the states on June 21, 1788.

S: S is for the Supreme Court. The Supreme Court is the most important court in the United States. It currently has 9 justices.

T: T is for Two-Hundred. On September 17, 1987, the Constitution is (will be) two hundred years old. Happy Birthday, Constitution!

U: U is for the United States of America. It was the love for this country that helped the delegates write the Constitution.

V: V is for Vote. The right to vote is provided in the Constitution for every American over the age of 18.

W: W is for We. In the preamble of the Constitution, the beginning states, "We the people...."

XYZ: XYZ is at the end of the alphabet and also at the end of our play.

Narrator: This is our birthday celebration for the constitution.

Everyone: Happy Birthday, Constitution.

THE WRITING OF THE CONSTITUTION

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: See props list below

Introduction: This play is written for intermediate grades

The Writing of the Constitution

by Shawn Colleary

CAST

Narrator
Townperson #1
Townperson #2
Townperson #3
Townperson #4
Patrick Henry

Extra Delegates

Edmund Randolph - Virginia
George Washington - Virginia
James Madison - Virginia
Alexander Hamilton - New York
Ben Franklin - Pennsylvania
Pierce Butler - South Carolina
John Dickenson - Maryland
Eldridge Gerry - Massachusetts
William Paterson - New Jersey
Rufus King - Massachusetts
Luther Martin - Maryland

Note: This play was written for 17 actors; this number can be modified by either combining roles or by assigning two or more students to roles that have larger parts. Even though there are no female parts (a sign of the times), girls can be townspeople or play male roles.

Setting: Most of the story takes place at the State House in Philadelphia. There should be one center table with two chairs behind it, and several other chairs set at an angle on both sides of the table. A colonial flag in the background would be a nice touch. An easel should be set up to one side of the stage to hold date cards. The colonial street scene can be played in front of the State House scene.

Props: ink well, quill, parchment with the Constitution on it, parchment for Madison, gavel, poster of the Virginia Plan, mock newspapers, various other props for the delegates to hold (books, watches, pens, etc.)

SCENE I – Easel: May 14, 1787
The streets of a colonial village. Some of the townspeople are holding newspapers.

Narrator: During the time after the signing of the Declaration of Independence, there was a lot of unrest concerning the United States Government.

Townperson 1: What is this that I've read about another Continental Congress?

Townperson 2: Yes, I heard there are several state legislators who feel we need a more established government.

Townperson 1: But, we have a government. That's why we have the Articles of Confederation.

Townperson 3: Yes, I like the government the way it is now. Each state is its own boss.

Townperson 4: That's the problem. Some states collect taxes, some don't; some states print their own money, some don't; some states supply soldiers, some don't. There is no consistency! Our country needs some kind of sound central government.

Townperson 1: Hey, wait a minute. I thought that's why we fought the American Revolution against Britain, to get out from under a "central government."

Townperson 3: That's right. I'm not going to go for any more of that monarchy business. I've had it with kings. This is a country that is based on the individual rights of people, not the rights of the government.

Townperson 1: That's why the Articles of Confederation were adopted-to protect individual rights.

Townperson 2: The Articles of Confederation is nothing more than a friendship pact between states. We have no credibility with other countries. We need a government under which we all can be united.

Townperson 4: Say, here comes Patrick Henry. Let's see what he has to say about all this.

(Patrick Enters)

Townspeople: Good Morning, Patrick. (Ad lib greetings to Patrick).

Patrick: Good day, all. And what is everyone up to this fine day in May?

Townperson 3: We were just discussing this new meeting of the Continental Congress.

Patrick: Oh, yes.

Townperson 2: What do you make of it all, Patrick?

Patrick: I don't like it at all. There's something in the works that I just don't feel right about. They asked me to be a delegate from Virginia, but I refused. I heard the entire state of Rhode Island doesn't want to have anything to do with the convention.

Townperson 1: I even heard there has been talk of asking King George's son to be the King of America. (Townspeople gasp).

Townperson 4: And that's all it is...talk. Before any other rumors start spreading, I think we should give the convention a chance. After all, only time will tell. (Townspeople nod in agreement and then exit).

SCENE 2 – Easel: May 25, 1787

The crowd is buzzing. We see all the delegates standing around talking. (The delegates should wear name signs to identify their character.)

Hamilton: Okay, Okay. Everyone settle down (people quiet down). I, Alexander Hamilton, delegate from New York, feel our first order of business should be the selection of a president for the convention and a recorder.

Paterson: Let James Madison be the recorder, he has such nice penmanship.

King: Yes, he does. Great idea.

Hamilton: How's that by you, James?

Madison: I would be honored to fill the position of recorder. (He goes to the center table and busily takes notes, except when he is speaking.)

Hamilton: O.K. Great. One down, one to go. Do I have any nominations for president of the Convention? (Crowd begins to murmur; Ben Franklin stands up).

Franklin: Gentlemen, please, please. (Everyone quiets down). I feel if we look at this logically, and think of the skills and attributes a man must need to fulfill this job, we really only have one choice-George Washington.

Crowd: (Ad lib, comments of approval. Great idea.)

Hamilton: How about it, George?

Washington: I would be honored.

Hamilton: Great. All in favor of having ol' George as the president of the convention, signify by saying, "aye".

Crowd: "Aye".

Hamilton: All opposed? (no response). Looks like its all yours, George. Take it away.

Washington: (getting up and going to the center table) Very well. I believe here at the beginning we should set some ground rules. We know that as we discuss our government, we are going to get into many heated discussions ~~and~~ arguments. However, we cannot have delegates rushing out of here in a fury and spreading rumors throughout the town. Due to this, I feel it would be best if in the morning we lock ourselves in and post two sentries outside the doors.

Dickenson: Sounds good to me.

Washington: Also, I feel we must keep the windows shut.

Martin: What? That is totally preposterous! The summer is coming. We could bake in this room, especially those of us from the North who wear woolen suits. I just feel that.....

Madison: Simmer down, Martin, before you boil over. I agree with General Washington. If we can keep ourselves locked in with the windows closed, I feel this will cut down on any eavesdropping and prevent a great deal of gossip.

Franklin: We are all adult men here. I don't think we need to worry about gossip. When I was the ambassador to France, the King told me, in strictest confidence, of course, how he was going to replace several of the people in his court. Now who do you think it was going to be? Well I'll tell you, it was ....

Randolph:. (interrupting) Enough! This is exactly the kind of casual talk we are trying to prevent.

Franklin: (hands over mouth) Oops. Sorry!

Butler: I feel George is right. Lock the doors, close the windows, and let's get down to work.

SCENE 3 – Easel: May 29, 1787

Randolph: For those of you who don't know me, I'm Edmond Randolph, the Governor of Virginia, and I would like to present a plan, a plan that I call the Virginia Plan.

Washington: Go ahead, sir, we are listening. (Franklin makes a loud snoring noise.) Well, at least most of us are.

Randolph: (Holds up a poster that has a tree with three branches representing the Virginia Plan). In the Virginia Plan, there would be three branches of government, kind of like a tree. The first branch, the executive branch, would have a head who would be responsible for running the government.

Paterson: (leans over and whispers) Sounds interesting. (Franklin wakes up.)

Randolph: The legislative branch would be made up of two houses, the House of Representatives and the Senate and together they would be called Congress. This branch would make the laws.

Butler: (leans over and whispers) I think this guy is out of his tree.

Randolph: Finally, the third branch would be the judiciary. This branch would be headed up by the Supreme Court, which would make sure that the laws were constitutional and properly obeyed.

Washington: I think this man may have something!

Randolph: It should be clear, that I'm not just talking about a federal government, but rather, a national government that would preside over all the states. Thank you. (He sits down and there is a long silent pause).

Butler: What, are you crazy? "National"...Hmf! I thought that's why we fought the Revolution - to get out from under a "National" Government.

Dickenson: There is nothing wrong with the word "National". We are a nation!

Gerry: No! How could we even think national? We were sent here to merely revise the Articles of Confederation, not destroy them.

Paterson: In this plan, what happens to the smaller states? Do we have the same voice in Congress as the larger states?

Martin: What about the head of the executive branch, will it be just one person?

Franklin: Should he be paid a salary?

Madison: Definitely. Don't count on patriotism.

King: How will he be chosen? By the people? By Congress? By the states? By electors? How?

Hamilton: How long should the executive serve? I feel he should serve for life. I mean, wouldn't it be embarrassing having a bunch of ex-presidents running around loose?

Gerry: Could we impeach the executive if he isn't doing a good job?

Butler: And what happens if he should die while in office? Then what do we do?

Paterson: We will need to have a vice president. Perhaps the one who comes in second in the presidential election.

Hamilton: So what's this vice-president suppose to do? Hang out, hoping the president catches something?

Franklin: No, of course not. He can preside over the Senate. (Crowd breaks into discussion)

Washington: (Banging the gavel). Order, Order. I feel we need to discuss many of the aspects of this plan and then vote on them.

Narrator: For the next two weeks, the convention went over the Virginia Plan. Some points were discussed, some were voted on, some were revised. All in all, there was a great deal of discussing. There was also the chance that the whole plan could get thrown out if something else came along. That chance occurred on June 15, 1787.

SCENE 4 – Easel: June 15, 1787

Paterson: Mr. Washington, I have a new plan, The New Jersey Plan.

Washington: Go ahead, Mr. Paterson.

Paterson: First of all, I do not approve of a single idea of Mr. Randolph's. Our government should be an allegiance of states as it is now, with each state having an equal vote. It should consist of one legislative body with several executives. The Virginia Plan is extravagant, impractical and probably illegal!

Madison: (standing and leaning on the table) And what if the executives don't agree?

Paterson: I'm not sure.

Madison: And what if the states don't want to pay taxes?

Paterson: I haven't worked that out just yet.

Madison: And who would supply soldiers for the military?

Paterson: I don't know that.

Madison: And who will print the money?

Paterson: That hasn't been ironed out.

Madison: May I make a suggestion, sir?

Paterson: But, of course!

Madison: Sit down! (Paterson sits) I feel it is time that we vote on one of the two plans presented to us. I feel there is really only one choice, and that is the Virginia Plan. Granted it still needs to be worked out, but the time for a federation is dead. Join me fellow delegates, and commit yourselves to the writing of a new constitution for a new nation.

Narrator: They did take a vote and out of the eleven states represented at the time, 7 voted for Randolph's Virginia Plan, 3 voted for Paterson's New Jersey Plan, and the Maryland delegates were divided.

SCENE 5 – Easel: July 15, 1787

Washington: There is so much work left to do--I think that it will take the rest of the summer.

Gerry: It is so hot in here! I can hardly stand it!

Dickenson: I've sent for my family. They will be joining me soon.

Martin: Why don't we just give up and go home? I'm tired of this.

Hamilton: Give up? We are deciding the future of our country. A country that will be better and different from anything we know now. We can't give up.

Butler: I'm not sure we are even giving the people what they want.

Madison: We will never please all the people. However, our job is to make the best possible government, not just please the people.

King: Will it be possible for us to ever agree on a constitution?

Washington: It's either now or never. Let's get back to the question of if the states should be represented in Congress according to their population.

Franklin: I say, yes!

Paterson: I say, no! And if the smaller states don't get their way, we are going to break off from the rest of the country.

Martin: (leaning over in a whisper) The tension in here is incredible.

Madison: The larger states have no reason to gang up against smaller states. The larger states have nothing in common with each other.

Washington: Compared to this, Valley Forge was a picnic.

Franklin: Why don't we compromise? What if every state would have 2 votes in the Senate, while the House of Representatives would base the number of votes on population. Everyone agree?

All: We agree!

Gerry: How about foreigners being members of Congress?

King: It takes at least 8 years of apprenticeship to learn how to be a blacksmith. I feel it should be twice that for a foreigner to learn how to be an American legislator.

Hamilton: How about if a senator must be a citizen for 9 years, a representative 7 years, and the chief executive has to be a native?

Martin: Very good. Now, what about provisions for new states to join the Union?

Dickenson: Yes, yes. Also, what if we want to make any changes or additions to the Constitution? We don't know what the future holds, we must provide for this.

Franklin: What if we call these additions "amendments"?

Butler: Yes, but under no circumstance are these amendments to change the type of government we have created.

Washington: I can't believe it, the end is almost in sight.

SCENE 6 – Easel: September 17, 1787

Gerry: How should we present the Constitution to the states?

King: I think it best if each state called its own special convention to ratify the Constitution.

Martin: How many states need to ratify this constitution before it becomes the law of the land?

Randolph: It should be unanimous.

Hamilton: No way. We all know Rhode Island isn't going to vote for it.

Butler: Why not 9 states. That's more than the majority.

Washington: That sounds fair.

Dickenson: You know, we didn't include a Bill of Rights spelling out the rights of individual people.

Madison: There is no need for a Bill of Rights. It is understood that individuals keep all the rights that aren't specifically given to the government.

Franklin: (Holding up the parchment with the Constitution written on it) Well, gentlemen, it's not perfect. But then again, neither are we. I believe this is the best we can do.

Washington: So, fellow delegates, it is time to sign. (As the narrator says the next part, the delegates pantomime the signing of the Constitution, except for Martin, Gerry and Randolph who move to the back of the room.)

Narrator: Out of the 42 delegates present on September 17, 1787, 39 signed the Constitution. Eldredge Gerry and Edmund Randolph, whose plan the Constitution was based on, backed out. On June 21, 1788, New Hampshire was the ninth state to ratify the Constitution and with its vote the United States of America became a nation, for the people. The Bill of Rights were ratified 3 years later in 1791.

It says in the Preamble of the Constitution:
"We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

The End

12) Math

MATH: TABLE OF CONTENTS

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MATHEMATICS AND THE CONSTITUTION

The Constitution of the United States is a marvelous document that has been honored for 200 years. That honor is deserved without doubt when one reads, thinks about and understands what the words say. To know that the Constitution has only 26 Amendments over this 200 year time period reinforces the strength of its ideas. It is the world's oldest working constitution.

When interpreting the Constitution, the reader must apply his/her math skills in order to fully understand what is implied. For instance, what is "three-fifths" when trying to comprehend the Three-fifths Compromise. Or how is representation to the Houses of Congress determined? Does the number of Representatives change? Quantity is part of the language of the Constitution.

It is hoped that the lessons/activities in this section will motivate students to get involved in the "celebration"; bring further understanding regarding the Constitution; and give children the opportunity to apply their math skills, thinking skills and problem solving abilities.

What will be noticed by the user of these activities is that mathematics is a tool to be used by all other content areas. Whether the topic is the Constitution or not, mathematics is used in the same way the English or Spanish languages are used to express ideas; mathematics is the language of quantity. Also, the patterns of mathematics creates a beauty that "spills" over into life.

MATHEMATICS: Introduction, by Terri Johansson

HAPPY BIRTHDAY, CONSTITUTION!

Grades: Early Primary

Bloom Levels: Comprehension

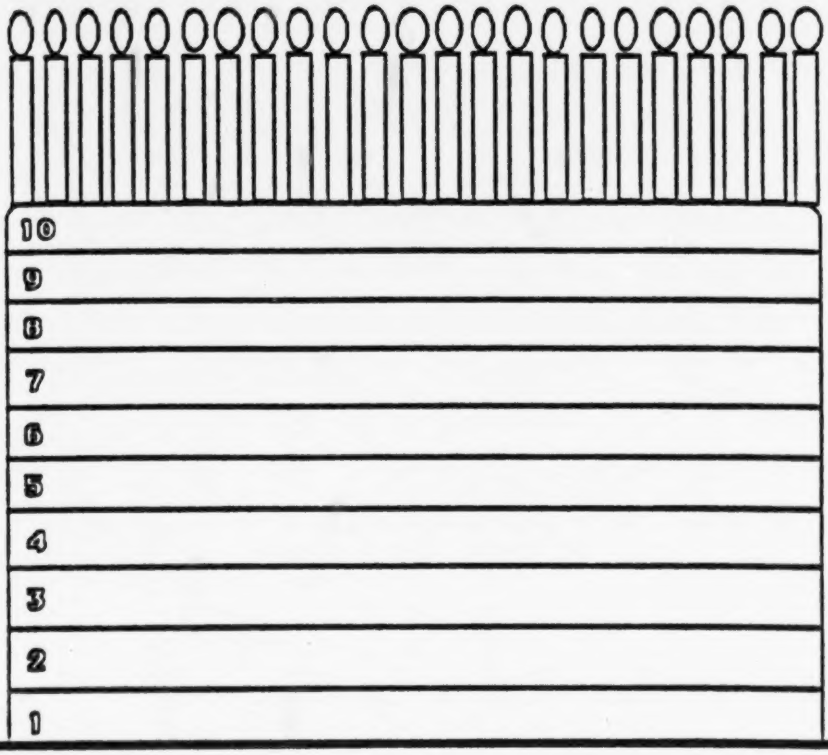
Materials Needed: Ditto and crayons or markers

Introduction: The purpose of this activity is to help primary students gain an awareness of the 200th birthday celebration of the Constitution. While "frosting" the cake is a simple task, identifying colors and knowing the ordinal numbers makes the activity a little more challenging.

Procedures and Activities:

Children are directed to complete the following worksheet. Be sure each child has access to the needed colors and has had some instruction related to the ordinal numbers. (First, second, third, etc.)

Happy Birthday, Constitution!



The U.S. Constitution is celebrating its 200th birthday this year and you're invited. In fact, we need you to help decorate the cake!

Directions:

1. How many layers does the cake have? ________
2. Color the third and eighth layers GREEN.
3. Color the second and ninth layers YELLOW.
4. Color the first and tenth layers BLUE
5. Write your first name on the seventh layer of the cake.
6. Color the fifth and sixth layers of the cake RED.
7. Write your last name on the fourth layer.

Super-looking cake! Job well done!!

FOUR IN A ROW

Grades: Primary

Bloom Levels: Comprehension, Application

Materials Needed: Game cards, game board, answer key and markers.

Introduction: The purpose of this activity is to motivate students through the use of a strategic game, reinforcement of "Constitutional" facts and concepts.
After correctly answering a question students place a marker on the game board in a strategic position. Strategic-thinking is an important problem solving skill.

Procedures and Activities:

- The game is played with 2 players.
- The person with the most letters in his/her first and last name goes first.
- Player 1 draws a question card and attempts to answer it. If he/she is correct, a marker is placed on the game board.
- Player 2 takes a turn in the same manner.
- OBJECT: To be the first to get 4 markers in a row: horizontally, vertically or diagonally.

Sample cards follow:

Name the first President of the United States. 1	Who was the oldest man at the Constitutional Convention? 2
Name the Father of the Constitution. 3	What famous document is celebrating its 200th birthday? 4
How many Houses in Congress? 5	Name the 2 Houses in Congress. 6

- Be sure to make up an answer sheet with number of question listed with correct answer. Students should be able to play this game without teacher assistance once the rules are explained.

MATHEMATICS: Four in a Row, by Terri Johansson

FOUR IN A ROW

MATHEMATICS: Four in a Row, by Terri Johansson

SECRET MESSAGE FOR AGENT 1787!

Grades: Primary

Bloom Levels: Comprehension

Materials Needed: Copy of the Ditto, "Secret Message for Agent 1787"

Introduction: The purpose of this activity is to motivate students to practice basic computation. By pretending to be Agent 1787, students are asked to decode the Constitutional message.

Procedures and Activities:

The directions for this activity are printed on the activity itself.

SECRET DECODER

A = 1
B = 2
C = 3
D = 4
E = 5
F = 6
G = 7
H = 8
I = 9

J = 10
K = 11
L = 12
M = 13
N = 14
O = 15
P = 16
Q = 17
R = 18

S = 19
T = 20
U = 21
V = 22
W = 23
X = 24
Y = 25
Z = 26
! = 27

8 1 16 16 25   2 9 18 20 8 4 1 25.

3 15 14 19 20 9 20 21 20 9 15 14!

20 8 5   15 12 4 5 19 20   23 15 18 11 9 14 7

3 15 14 19 20 9 20 21 20 9 15 14   9 14

20 8 5   23 15 18 12 4!

1. Solve the problems below.
2. Use the "secret decoder" on the attached page to discover the message.
3. Each answer is equal to a letter.
4. Write the letter above each numeral.
5. Good luck, Agent 1787!

1. 7-6 = ____
2. 12 + 7 = ____
3. 13 - 6 = ____
4. 25 - 13 = ____
5. 7 + 25 = ____
6. 10 - 6 = ____
7. 14 + 11 ____
8. 9 + 9 = ____
9. 7 + 8 = ____
10. 4 - 2 = ____
11. 9 + 7 = ____
12. 2 + 7 = ____
13. 2 + 1 = ____
14. 7 + 14 = ____
15. 24 - 10 = ____
16. 12 - 7 = ____
17. 20 - 12 = ____
18. 26 + 1 = ____
19. 18 + 5 = ____
20. 4 + 7 = ____

MATHEMATICS: Secret Message for Agent 1787!, by Terri Johansson

CONSTITUTION CLUE

Grades: Upper Primary

Bloom Levels: Comprehension

Materials Needed: Clue cards (sample included)

Introduction: This activity can be used by the entire class as a "sponge activity" before class or during transition. It focuses on recall related to historical people 200 years ago. Through the use of "clues" or attributes, a specific person, set of objects or solution set can be identified.

Procedures and Activities:

"Who Am I?" is an activity played with two teams of students. One team is "IT" and is asking for clues. They try to guess their identity in as few hints as possible. Points are awarded for the number of hints needed to guess the person:

1 clue = 25 points
2 clues = 20 points
3 clues = 15 points
4 clues = 10 points
5 clues = 5 points

The team trying to guess their identity can ask for a particular numbered clue. For example: Clue "B" or clue "C".

A few suggestions to begin with are listed below. Create some of your own. . . . Have fun!

- -

1. A. I attended the Constitutional Convention.
   B. I was 55 years old.
   C. My wife's name was Martha.
   D. I lived at Mount Vernon.
   E. I was a war hero.
   F. I was the first President of the U.S.
   (GEORGE WASHINGTON)

2. A. I was a lawyer.
   B. I attended the Constitutional Convention.
   C. I lived in Virginia.
   D. I was the Father of the Constitution.
   E. I stood 5' 4" and weighed less than 100 pounds.
   F. I was the fourth President of the U.S.
   (JAMES MADISON, JR.)

3. A. I attended the Constitutional Convention.
   B. I lived in Pennsylvania.
   C. I was a philosopher, writer, inventor, scientist, etc.
   D. I was 81 years old.
   E. I was the author of "Poor Richard, An Almanak".
   F. My choice for the national emblem was the turkey.
   (BENJAMIN FRANKLIN)

4. A. I attended the Constitutional Convention.
   B. I was from New York.
   C. I was a lawyer.
   D. I was the principal author of "The Federalist Papers."
   E. I was killed in a duel with Vice President Aaron Burr in 1804.
   F. I was 30 years old.
   (ALEXANDER HAMILTON)

5. A. I did not attend the Constitutional Convention but was the author of the Declaration of Independence.
   B. I was a Virginian lawyer.
   C. I was the 3rd President of the U.S.
   (THOMAS JEFFERSON)

6. A. I attended the Constitutional Convention.
   B. I was 35 years old.
   C. I was a lawyer.
   D. I wrote the Constitution.
   (GOUVERNEUR MORRIS)

CONSTITUTION CONCENTRATION

Grades: Upper Primary

Bloom Levels: Comprehension

Materials Needed: Deck of cards with the phrases listed below. (Just-Rite Leader cards work well).

Introduction: The purpose of this activity is to reinforce "Constitutional" facts with young students. It strengthens the memory and calls on some strategy in order to win.

Procedures and Activities:

- Write the following 56 phrases on cards.
- Students shuffle the cards well and place them face down on a table or floor.
- Taking turns, the players turn 2 cards over at a time.
  - +If they match, the player picks up the two cards and places them in a pile in front of him/her. Another turn is taken.
  - +If the two cards do not match, they are turned face down again and play continues.
- Winner is the person with the most cards in his/her pile.

1st President of U.S.	George Washington
Signing of the Constitution (date)	1787
Number of delegates to the Constitution	55 men
Number of signers of the Constitution	39 delegates
Number of states needed to ratify the Constitution	9 states
Number of Houses in Congress	2 Houses (Senate/House of Representatives)
Branch of Congress having 100 members	Senate
Branch of Congress having 435 members	House of Representatives

MATHEMATICS: Constitution Concentration, by Terri Johansson

1st meeting of Constitutional Convention	May 25, 1787
Adoption of the Constitution	July 2, 1788
Last state to ratify the Constitution	Rhode Island
Father of the Constitution	James Madison, Jr.
First 10 Amendments	Bill of Rights
Presidential branch of the government	Executive Branch
Law-making branch of the government	Legislative Branch
Branch of the government involving the court	Judicial Branch
Age of the Constitution	200 years old
First three words of the Constitution	We the People. . .
$60,663 a year	Salary of a Representative or Senator
Voting Day	1st Tuesday after the first Monday in November
$200,000 a year	Salary of the President
The Constitution	Supreme Law of the Land
1st Amendment	Freedoms Amendment
5th Amendment	Due Process Amendment
19th Amendment (1920)	Women's right to vote
Presidential term	Four years

PUZZLING CONSTITUTION OF 1787

Grades: Upper Primary

Bloom Levels: Comprehension, Application

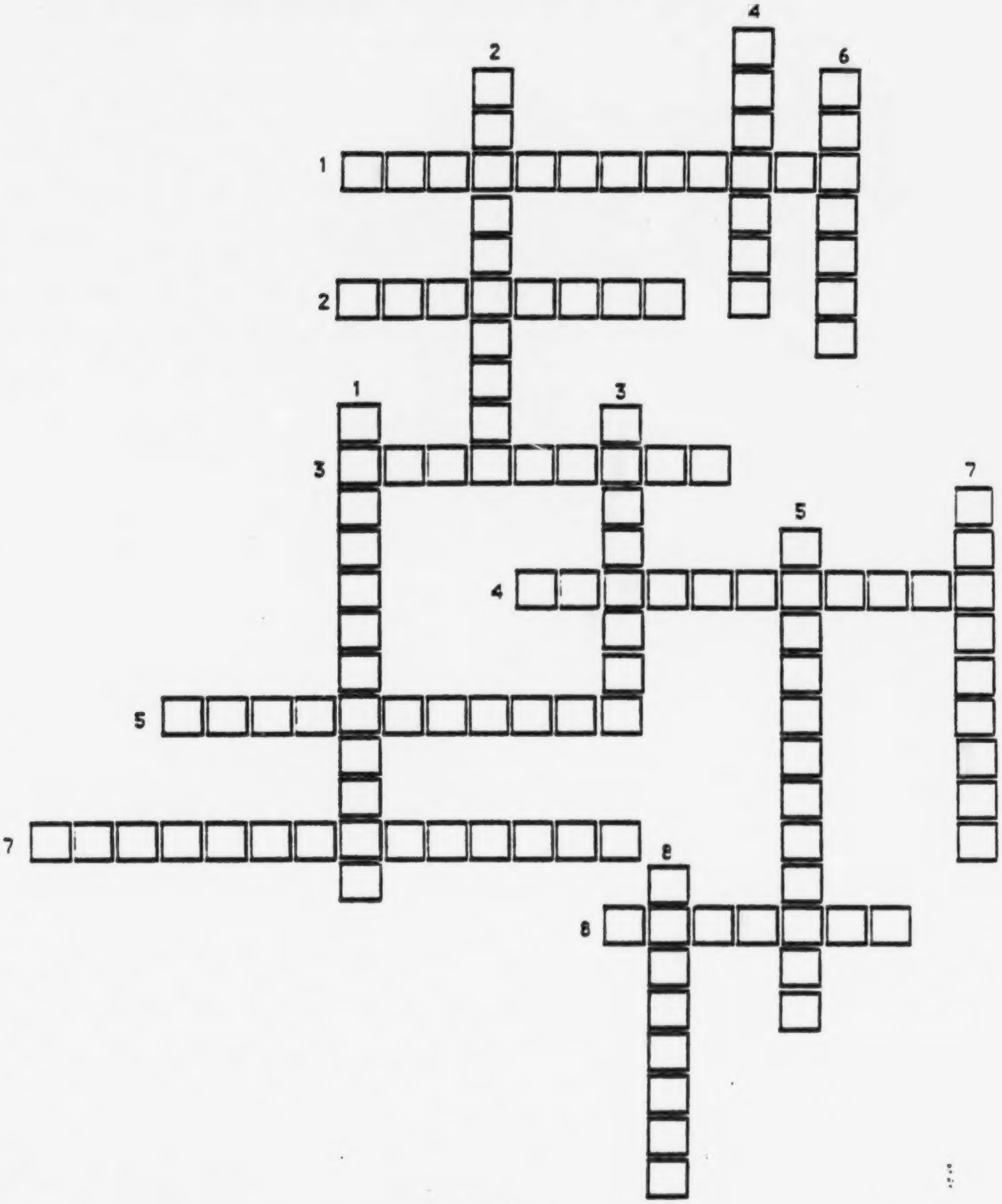
Materials Needed: "Puzzling Constitution of 1787" worksheet

Introduction: The purpose of this activity is to reinforce "Constitution" facts and concepts through the use of a crossword puzzle. Crossword puzzles help children in mathematics by giving practice in directionality and problem solving.

Procedures and Activities:

Run off additional copies of the crossword puzzle. Teach students new to crossword puzzles the concept of directionality, as well as problem solving strategies.

PUZZLING CONSTITUTION OF 1787


4
2
6
1
2
1
3
3
7
5
4
5
7
8
8

MATHEMATICS: Puzzling Constitution 1787, by Terri Johansson

PUZZLE CLUES:

Across:

1. Important document that is 200 years old this year.
2. Oldest man at the Constitutional Convention (last name).
3. A change
4. Lawmaking branch
5. First 3 words of the Constitution.
6. Person serving in the House, along with 434 others.
7. Nine people presently hold this title; they work with the court system.

Down:

1. The Constitution
2. 1st President (last name)
3. 55 of these people who attended the Constitutional Convention.
4. Father of the Constitution
5. Needed before a proposed amendment may become law.
6. Person serving 6 year term in the Senate.
7. Law enforcement branch (President)
8. Law interpretating branch (court system)

"VALUE" OF THE CONSTITUTION

Grades: Upper Primary

Bloom Levels: Comprehension, Application

Materials Needed: "Value" of the Constitution Worksheet

Introduction: The purpose of this activity is to reinforce "Constitutional" facts and concepts through basic computation.

Procedures and Activities:

The handout explains the activity.

"VALUE" OF THE CONSTITUTION

You can learn many things about the Constitution by learning some of the vocabulary of the time period.

1. Look at the number sentence in the example that follows. Do you see the question inside the parentheses ( )?
2. Use the word clues to answer the questions.
3. Write your answer in the block above the question.
4. Count the total number of letters in the word or words of your answer.
5. Replace the clue in parentheses with the number and solve the problem.

Example:

SENATE
2 x (the House that has) + 3 = ?
100 members

2 x (6) + 3 = 15

WORD CLUES:

Franklin
Executive
Thirty-nine
Delaware
Legislative

Rhode Island
Twenty-six
Fifty-five
James Madison
George Washington

Justice
Twelve
Term
Amend
Nine

MATHEMATICS: "Value" of the Constitution, by Terri Johansson

"VALUE" OF THE CONSTITUTION

Name: ______________________

1. (Name of the first) + (oldest delegate to the) = ______________
President Convention--last name

2. (Law making branch) x (number of states sending) = ______________
of the government delegates to the Convention

3. (Signers of the x (number of amendments to = ______________
Constitution) the Constitution)

4. (Father of the Constitution) - (1st state to ratify) = ______________
the Constitution

5. (Last state to ratify) + (number of delegates) = ______________
the Constitution to the Convention

6. (Word meaning to) - (the four years a President) = ______________
change is in office

7. (First three words) x (Presidential branch of) = ______________
of the Constitution the government

8. (Number of states needed) x (Nine of these people) = ______________
to ratify the Constitution make up the Supreme Court

MATHEMATICS: "Value" of the Constitution, by Terri Johansson

JUST THE FACTS!

Grades: Upper Primary and Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: "Just the Facts!" ditto

Introduction: The purpose of this activity is to give students the experience of using all of their knowledge about a topic in a motivating way. Specifically, students will find that "Constitutional" facts related to mathematics are abundant during this activity. If additional motivation is needed, points could be awarded for the quantity or originality of "math facts".

Procedures and Activities:

Activity is explained on the handout.

REMINDER!

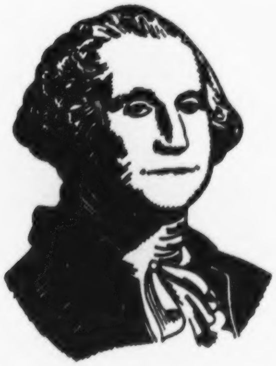
Write the editor from the Rhode Island Gazette a letter about the Constitutional Convention. Get the "number facts" straight!

TO: General George Washington, Constitutional Convention delegate
FROM: **Rhode Island Gazette**

It has come to our attention that something exciting has been happening in Philadelphia. Please write us with "just the facts" (mathematically speaking) about the meeting.

Include the number of delegates in attendance, dates, ages, etc. explain as well as you can what it all means.

Thank you, General.



AGE BRINGS WISDOM?

Grades: Intermediate

Bloom Levels: Comprehension, Application, Evaluation

Materials Needed: Resource books, calculator and "Age Brings Wisdom?" worksheet

Introduction: The purpose of these activities is to give students information regarding the delegates to the Convention. The information is analyzed and applied to themselves. Judgment is asked for in the final activity.

Activities: Have students complete the "Age Brings Wisdom?" activity.

AGE BRINGS WISDOM?

Below are the delegates to the Constitutional Convention and the age of each. Thirty-nine of the fifty-five delegates signed the final document; those with an * did not sign the Constitution.

Connecticut:	William S. Johnson	60
	Roger Sherman	66
	Oliver Ellsworth*	
Delaware:	Richard Bassett	42
	Gunning Bedford	40
	Jacob Broom	35
	John Dickinson	55
	George Read	54
Georgia:	Abraham Baldwin	33
	William Few	39
	William C. Houston*	
	William Pierce*	
Maryland:	Daniel Carroll	57
	Daniel Jenifer	64
	James McHenry	34
	Luther Martin*	
	John Mercer*	
Massachusetts:	Nathaniel Gorham	49
	Rufus King	32
	Elbridge Gerry*	
	Caleb Strong*	
New Hampshire:	Nicholas Gilman	32
	John Langdon	46
New Jersey:	David Brearly	42
	Jonathan Dayton	27
	William Livingston	64
	William Paterson	43
	William Houston*	
New York:	Alexander Hamilton	30
	John Lansing*	
	Robert Yates*	
North Carolina:	William Blount	43
	Richard D. Spaight	29
	Hugh Williamson	52
	William R. Davie*	
	Alexander Martin*	

Pennsylvania:	George Clymer	48
	Thomas Fitzsimons	46
	Benjamin Franklin	81
	Jared Ingersoll	38
	Thomas Mifflin	43
	Gouverneur Morris	35
	Robert Morris	53
	James Wilson	45
South Carolina:	Pierce Butler	43
	Charles Pinckney	30
	Charles C. Pinckney	41
	John Rutledge	48
Virginia:	John Blair	55
	James Madison, Jr.	36
	George Washington	55
	James McClurg*	
	George Mason*	
	Edmund Randolph*	
	George Wythe*	

•Did you know that:

1. 1/2 of the delegates were lawyers or government leaders? How many would that be in number? __________

2. More than 2/3 of the delegates had served in the Continental Congress. How many would that be in actual number?______________

3. Eight delegates had signed the Declaration of Independence. Which eight signed both documents? (You will need to research this.)

   ____

   ____

   ____

   ____

4. Half of the delegates were college graduates.

- Who was the youngest delegate and what was his age? ______________

  Who was the oldest delegate and what was his age? ______________

- Find the average age of a delegate to the Convention. (Use a calculator). Remember, the mean or average is found by adding the ages and then dividing by the number of ages entered.

  The average delegate's age was _______ years old.

- How many men were more than 50 years old in 1787? ______________
  How many men were less than 50 years old in 1787? ______________
  Would you say that most of the "signers" were young or old? __________

- The delegates represented 12 of the 13 states. Which state was not represented and why? ______________

- Do you think it is easier to live with a decision that others have made if it is nearly unanimous? An example of this is the fact that only Rhode Island chose not to attend the Convention.

- Statistics, sometimes plays an important role in our decision making.

BY GEORGE, WE'VE DONE IT!

Grades: Intermediate

Bloom Levels: Comprehension, Application, Synthesis, Evaluation

Materials Needed: "By George, We've Done It!" handout

Introduction: Students are asked to examine the vote for Ratification of the Constitution. Through computation, they discover how many were for or against ratification and the total number of votes. Then, by re-arranging the data, they realize it is easier to locate information. The final activity gives students an opportunity to assess the fairness of a law.

Procedures and Activities:

The new Constitution--after four long months of debate and fine-tuning by the Constitutional Convention--needed to be read and agreed upon by at least nine states. When nine states approved (ratified), the Constitution would become the "law of the land."

We the People

BY GEORGE, WE'VE DONE IT!

Complete the Ratification Table below:

State	Date Approved	The Vote on RATIFICATION For	Against	Total
Connecticut	January 9, 1788	128	40	____
Delaware	December 7, 1787	UNANIMOUS		30
Georgia	January 2, 1788	UNANIMOUS		26
Maryland	April 28, 1788	63	____	74
Massachusetts	February 6, 1788	____	168	355
New Hampshire	June 21, 1788	57	47	____
New Jersey	December 18, 1787	UNANIMOUS		38
New York	July 26, 1788	____	27	57
North Carolina	November 21, 1789	194	77	____
Pennsylvania	December 12, 1787	46	____	69

•Rearrange the "Date Approved" column into chronological order--earliest to latest.

1. Which state approved the Constitution first? ____________________
   Last? ____________________

2. How much time did it take for all 13 states to approve the document? ____________________

•Ratification by 9 of 13 states was stated in the Constitution. Back home in each state the arguments were heated PRO and CON. As the vote for RATIFICATION began to trickle in, excitment was mounting. Which state actually determined the passing of the Constitution as the new law of the land? ________________________________

• What percentage of the states had to vote "YES" to ratify the Constitution? (Hint: 9/13 is equal to what percent?) __________________
Do you agree that this percentage of the states is high enough? ___________
Why or why not? Explain your reasons below.

____

____

____

____

•Rules or laws exist at home and at school. Rewrite the rules that apply to your school or classroom in the form of a constitution. How many students in your school or classroom must vote to ratify your constitution? ___________ Why did you select that number? ___________

____

____

HOW TO CHANGE A CONSTITUTION

Grades: Intermediate

Bloom Levels: Comprehension, Analysis, Evaluation

Materials Needed: Resource books and "How to Change a Constitution" worksheet

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Introduction: The purpose of this activity is to examine the concept of amending. Through math computation and problem solving, students are given a better idea of what is really meant by "two-thirds" vote, etc. After doing the calculations for the Constitution, students are then asked to analyze the "amending concept" in their own lives.

Procedure:

The activity is explained in the handout.

We the People

HOW TO CHANGE THE CONSTITUTION

There are two ways provided in the Constitution to make changes or amendments. First, with a two-thirds vote the Congress can propose an amendment.

- How many members of Congress does this take? (Hint: the House of Representatives has 435 members. The Senate has 100 members.)

Representatives ________
Senators ________

The second way the Constitution can be amended is that two-thirds of the states may call a Convention to propose amendments.

- How many states would this involve? ________________________

In either case, three-fourths of the state legislatures must approve the change before it becomes a part of the Constitution.

- How many state legislatures would this involve? ________________

Presently, we have 26 Amendments to the Constitution. The first 10 Amendments are called the Bill of Rights.

- When was the 1st Amendment written? ____________________
  When was the 26th Amendment written? ____________________
  Find the difference between the two dates. ____________________

It is amazing that over the span of 200 years, only 16 Amendments have been added since the Bill of Rights. This will begin to show you the wisdom that our Constitutional forefathers possessed under the leadership of George Washington (1st President) and James Madison, the Father of the Constitution.

MATHEMATICS: How to Change a Constitution, by Terri Johansson

- List 3 things you have had to change or amend.

- In math class, have you had to amend an answer to a problem? ________
  Did you feel you had to take a vote on it? ________

Changes that a single person makes are much easier than one that requires a large number of votes.

- Why would it be easier to change something if only one person has to decide?

- What is the value of having many people decide whether to change or amend something?

When we are data collecting during a survey in mathematics, we also know that a larger number of responses is more accurate and valuable than just a few.

NOT WORTH A CONTINENTAL!

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Pencil, paper, and a couple of friends

Introduction: The purpose of this activity is to build awareness in students that money changes value according to the time period. Through an analysis of items of high priority to children, they began to see this change. For interest, "Who's Who" on the face of a coin is challenging.

Procedures and Activities:

The handout explains the activity.

NOT WORTH A CONTINENTAL

During the Revolutionary War, the Continental Congress made paper bills ($$). They were called "Continentals". The money lost its value very quickly. Because of this, people would say anything that was useless was "not worth a Continental." Samuel Adams (Massachusetts) said that money was so worthless that he had to pay $2000 for a suit and a hat. Men were observed lighting their pipes with Continental dollars printed by Congress.

The Fugio penny was the first coin issued by the USA. Written on it was, "Mind Your Own Business". This was one of Benjamin Franklin's favorite sayings.

States and Congress made money as they needed it; in addition to the Continentals, each state had its own money. Today our currency is uniform throughout the country.

- In Revolutionary times, would it have made any difference if you paid $20 for an outfit with Virginia's money or $40 for the same outfit with Maryland's money? Explain your answer.

  ____

  ____

  ____

  Which state had money of greater face value? ____________

- Below are 5 items with a current price listed. See if you can figure out how much that item would cost using the various money from the states.

Item:	Current cost:	New York $1=.90	Penn. $1=.85	Virginia $1=.75	Georgia $1=.60
tennis shoes	$ 30	$33.33	$35.29	$40.00	$50.00
book (hardback)	$ 15	____	____	____	____
lunch (MacDonald's)	$ 3	____	____	____	____
sweatshirt	$ 10	____	____	____	____
bicycle	$350	____	____	____	____

MATHEMATICS: Not Worth a Continental, by Terri Johansson

- Match the name of the person with the money value their picture appears on.

_____ penny
_____ nickel
_____ dime
_____ quarter
_____ half dollar
_____ silver dollar
_____ one dollar bill
_____ five dollar bill
_____ 10 dollar bill
_____ 20 dollar bill
_____ 50 dollar bill
_____ 100 dollar bill
_____ 500 dollar bill
_____ 1000 dollar bill
_____ 5000 dollar bill
_____ 10,000 dollar bill
_____ 100,000 dollar bill

1. George Washington
2. Benjamin Franklin
3. Alexander Hamilton
4. Dwight D. Eisenhower
5. William McKinley
6. Ulysses S. Grant
7. Abraham Lincoln
8. James Madison
9. Franklin D. Roosevelt
10. Andrew Jackson
11. John F. Kennedy
12. Grover Cleveland
13. Thomas Jefferson
14. Woodrow Wilson
15. Abraham Lincoln
16. George Washington
17. Salmon P. Chase

- If you were given one of each of the above bills (just kidding), how much money would you have? ______________________________

Have a friend do this, too, so you can double check your answer.

- Which bills have you actually seen?

____
____
____
____
____
____

OYEZ! OYEZ! SUPREME COURT WELCOME!

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: "Supreme Court Welcome!" worksheet for each student

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Introduction: The purpose of this activity is to give students information about the Supreme Court and to analyze a problem and give a solution. The "handshake" problem is a classic in mathematics. Further extension would be to introduce Pascal's triangle.

Procedures and Activities:

The activity is explained in the handout.

OYEZ! OYEZ! SUPREME COURT WELCOME!

We the People

The Judiciary Act of 1789 was signed into law, creating a three-tiered court system consisting of the Supreme Court, three Circuit Courts and 13 District Courts. A chief justice and five justices were appointed to sit on the first Supreme Court.

By 1863 the Supreme Court grew to 10 have justices. Its membership dropped to eight by 1869, and in that year, Congress increased its membership to the present nine justices.

The Supreme Court begins its year on the first Monday in October. On that first Monday, the nine justices greet one another with a handshake. Chief Justice Melville W. Fuller (1888-1910) started this custom of the justices shaking hands before meetings. It shows "that the harmony of aims, if not views, is the court's guiding principle."

- If each justice shakes hands just once with everyone else, how many handshakes take place? (Hint: make it simpler with just 4 or 5 people)

__________ handshakes take place.

- Justices are appointed by the President and approved by the Senate. They stay in office "on good behavior" until they die, resign or retire.

Listed below are the present nine justices and their ages:

John Paul Stevens	66
Byron White	69
Harry Blackmun	77
Lewis Powell	78
Thurgood Marshall	77
William Brennan	80
William Rehnquist	61
Sandra O'Connor	56
Antonin Scalia	50

MATHEMATICS: Oyez! Oyez! Supreme Court Welcome, by Terri Johnson

- Which justice is the youngest? ______________________________

  Which justice is the oldest? ________________________________

  What is the average age of a justice? __________________________

  What is the ratio of women to men on the Supreme Court? __________

- The US Supreme Court could be called the "last chance" court. More than one-third of the cases are from prisoners making a last ditch effort for freedom. Overwork is one of the court's major problems. In 1984, it was noted that 5,006 cases were presented for review; only 175 were heard for arguments.

  What percentage of cases are heard for arguments? ______________

  If you could make a recommendation to help solve this problem of overloaded court cases, what would you suggest?

  ____

  ____

  ____

  ____

  ____

  ____

THREE-FIFTHS COMPROMISE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Three-Fifths Compromise worksheet

Introduction: The fraction activity is designed to explain the "Three-Fifths Compromise" and then to apply this information to a hypothetical situation. Further practice (synthesis) is given by changing the value of the slave in the re-naming of the compromise. The student is also asked to judge the fairness of the compromise and to defend his/her answer.

Procedures and Activities:

Procedure is explained in the activity.

THREE-FIFTHS COMPROMISE

In the writing of the Constitution, several arguments had to be settled. One such "argument" lead to the "Three-Fifths Compromise". This compromise stated that each slave counted as 3/5 of a free person in apportioning representation and taxation. This compromise referred to the approximate 500,000 slaves in our country. Ninety percent of the slaves were living in the five southern states.

Pretend you are a wealthy slave owner. Your plantation is quite large and you have continually increased your slave count over the years.

- What effect will the "Three-Fifths Compromise" have on the number of your slaves counted for representation?

Year	Number of Slaves	Count for Representation
1788	25	________
1789	45	________
1790	60	________
1791	75	________

*Hint: $\frac{3}{5} \times \frac{25}{1}$ (number of slaves)= ________

- Compare the number of slaves with the number calculated after the "Three Fifths Compromise". Was this a fair compromise? Explain your answer.

____

____

____

____

____

MATHEMATICS: Three-Fifths Compromise, by Terri Johansson

- How would the above numbers of slave representation change if the Compromise were to be changed to:

"Three-Fourths Compromise":

25 slaves --------------------> __________
45 slaves --------------------> __________
60 slaves --------------------> __________
75 slaves --------------------> __________

"Two-Thirds Compromise":

25 slaves --------------------> __________
45 slaves --------------------> __________
60 slaves --------------------> __________
75 slaves --------------------> __________

"Five-Sixths Compromise":

25 slaves --------------------> __________
45 slaves --------------------> __________
60 slaves --------------------> __________
75 slaves --------------------> __________

*Count only the whole number portion of your answer.

TIME FLIES

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Calculator, old calendars and "Time Flies!" worksheet

Introduction: The purpose of this activity is to give students an opportunity to examine calendars as old as 200 years. Through comparison, they find things are really pretty similar.

Procedures and Activities:

Distribute copies of the calendars from 1787 and 1987 to each student.

TIME FLIES

- How would you like to know what the calendar looked like in 1787 and compare it to the calendar for 1987? Use the attached calendars of 1787 and 1987 for this activity.

1787

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1987

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
				29	30	31

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- The Constitutional Convention meeting was originally scheduled for May 14. What day of the week was that in 1787? ____________________
What day of the week in 1987? ____________________

- The 1st meeting of the Convention began on May 28, 1787. What day was that? ____________________

- What day was your birthday in 1787? ____________________
In 1987? ____________________

- The delegates to the Convention met off and on for 4 months (May to September, 1787). If meetings were held only on the weekdays, what was the greatest number of days they could have met? ______________

- The Constitution was signed on September 17, 1787 by 39 delegates. What day in 1787 was that? ____________________
To celebrate September 17, (this year), what day will the party be?
____

- Delaware was the 1st state to approve the Constitution. What day was December 7, 1787? ____________________ How many days from the signing of the Constitution was that? ____________________

- The Constitution was adopted on July 2, 1788. What day do you think that was? ____________________

- This problem takes some thinking and the use of a calculator:
Add the number of days for each month on the 1787 calendar. Then add all the days up each month for 1987. What do you discover about the two sums? __________________________

- Find some old calendar books that show at least 3 years of dates. What happens to the day of your birthday over a 3 year period of time? Describe the pattern.

TIME MACHINE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: Resource books and art paper

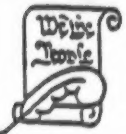
Introduction: The purpose of this activity is to have students simulate a trip back in time. They are asked to observe dress, food, and the money system during the writing of the Constitution. After researching this time period, students are then asked to create a menu and set food prices.

Procedures and Activities:

Activity is explained in the handout.

MATHEMATICS: Time Machine, by Terri Johansson

TIME MACHINE



Welcome aboard the Time Machine--destination 200 years back in American history. As you get out of the machine, you see a gentleman wearing a silk coat with lace trim, a waistcoat, knee breeches, and silk stockings. Ladies are wearing long silk dresses and hats of lace. Food on the table consists of imported olives, beef, fowl, and garden vegetables. Lucky you! You've landed in the middle of a party in New York.

As the week progresses you find that most of the people in the country do not dress in fine clothing or eat fancy food. They wear homemade clothing and eat what they grow in their gardens. They hunt for most of their meat. There are lots of deer, turkey, pheasant, partridge, and pigeons. In fact, a 30-pound turkey might cost a shilling or 25¢.

Here are some other special foods:

- Find out what each of these special foods really is.

jerky -----------> ______________________________

rye-an-injun-----> ______________________________

dumbfish--------> ______________________________

sauerkraut-------> ______________________________

Oh no, you discover you forgot to bring money. Lucky for you, across the street you see a "HELP WANTED" sign for a waiter/waitress in a restaurant. Congratulations! The job is yours.

As a waiter/waitress, your most important responsibility is to make up a menu. Since you know very little about this time period, you need to do some research.

- Use an encyclopedia or other resource books to find other foods eaten during these times.

- Do some research to find out more about the money used and how much it was worth.

MATHEMATICS: Time Machine, by Terri Johansson

- Using the above information, make a menu showing what you want to serve and how much it costs. Be sure to make it attractive with pictures or drawings and neat printing.

- Ask your teacher if you can use some art paper and make circles to represent money. Be sure to make enough money for your customers to pay their bill!

- Find a friend or two and let them order from your menu. Be sure they have some "money" to pay for the food. Have fun and good eating!

TRICKY TRAVELS TRAVAIL

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Road atlas and "Tricky Travels Travail" worksheet

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Introduction: The purpose of this activity is to give students an opportunity to practice map skills using mathematics. The time period is the Constitutional Convention in 1787, but the problem solving is classic to every time period. Activities involve using a road atlas to determine distance and calculating time needed to travel the distance.

Procedures and Activities:

Follow the directions on the handout.

TRICKY TRAVELS TRAVAIL

The Constitutional Convention was scheduled to meet in the State House in Philadelphia on May 14, 1787.

James Madison arrived from Virginia 11 days early. George Washington left home on May 9 and arrived in Philadelphia on the night of May 13th. The next morning a few delegates from Pennsylvania and Virginia came to the meeting, but there had to be seven states present to begin business. Since only two states were represented; this meeting was adjourned.

May 25th, delegates from enough states showed up. They blamed some of their delays on the weather and muddy roads. In fact, John Mercer of Maryland arrived on August 6th!

- The distance from Baltimore to Philadelphia is 96 miles. It took about 5 days to travel this distance. Using a road atlas, estimate the distances from:

Baltimore, Maryland to Philadelphia, Penn.	96	miles
Concord, New Hampshire to Philadelphia, Penn.	________	miles
Albany, New York to Philadelphia, Penn.	________	miles
Atlanta, Georgia to Philadelphia, Penn.	________	miles
Richmond, Virginia to Philadelphia, Penn.	________	miles

- Approximately, how many days did it take delegates from the above states to travel to Philadelphia?

Baltimore to Philadelphia	5	days
Concord to Philadelphia	________	days
Albany to Philadelphia	________	days
Atlanta to Philadelphia	________	days
Richmond to Philadelphia	________	days

MATHEMATICS: Tricky Travels Travail, by Terri Johansson

- Using your estimates for travel time predict on what date each of the delegates had to leave home.

Maryland delegates May 9
New Hampshire delegates ________
New York delegates ________
Georgia delegates ________
Virginia delegates ________

As you have discovered, it is no wonder that delegates arrived late to the Convention!

YOUR HOUSE OR MINE?

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Resource books, calendars and "Your House or Mine?" worksheet

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Introduction: The purpose of this activity is to give students information about the two Houses in Congress. Through computation (division, addition, subtraction) students are asked to analyze data and to organize it in a more meaningful form.

Procedures and Activities:

The handout explains the activity.

We the People

YOUR HOUSE OR MINE?

The Constitutional Convention of 1787 involved four long months of debate and compromise. Twelve of the 13 states sent representatives. A major compromise that was made was called "The Great Compromise." This compromise settled the argument of whether the number of representatives in Congress would be the same for each state or determined by the state's population.

"The Great Compromise" divided the Congress into TWO houses: the Senate and the House of Representatives. The Senate is made up of TWO senators from each state giving equal representation to all states regardless of size. The House of Representatives is determined by population. Each state is given at least ONE Representative plus additional members, according to the number of people living in that state.

Congress has taken a CENSUS every 10 years.

1790:	3,929,214 people
1980:	226,000,000 people

Number of members in the original Congress was:

House of Representatives ------> 59 members
Senate ------> 22 members

- The Constitution now limits the House of Representatives to 435 members. One Representative is elected for about how many people? (Round to the nearest hundred using the 1980 census.)
  One Representative represents ____________________ people.

- Select 2 states in addition to Colorado, Utah and New York. Find out how many Representatives are elected from each of the five states.

State:	Number of Representatives:
New York	______________
Utah	______________
Colorado	______________
______________	______________
______________	______________

MATHEMATICS: Your House or Mine?, by Terri Johansson

- Compare the difference in the number of Representatives from the above states.
  1. In a major debate or vote, how powerful or important would a state such as Utah be? ______________________________
  2. Can you think of another way Congress could select the members to the House of Representatives fairly? ______________________________

- Name the Representatives from Colorado. ______________________________

Circle the youngest and the oldest. As stated in the Constitution: a Representative must be at least 25 years old. How many Representatives from Colorado are at least 25 years old? ______ 30 years old? ______ 40 years old? ______ 50 years old? ______ 60 years old? ______ 70 years old? ______

How many years must you wait in order to run for the House of Representatives? _____

- Congress meets in a regular session from January 3 until July 31. If no emergency meeting is called, about how many weeks (M-F) does Congress meet? (Hint: use a calendar) ______________________________

13) Science

SCIENCE: TABLE OF CONTENTS

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18TH CENTURY SCIENCE

One of the hallmarks of the American character is inventiveness, frequently referred to as "Yankee ingenuity." This spirit was evident in the politics of Eighteenth Century America as the colonies fought for independence from English rule and as the founding fathers wrote the Constitution. Not only did this Constitution create a new form of government, it also provided for intellectual freedom and for the protection of new discoveries, two conditions which encouraged scientific expressions of "Yankee ingenuity" to flourish in the new nation.

The purposes of these activities on Eighteenth Century science are to provide students with opportunities:

- to prepare simple colonial American foods
- to experiment with early writing implements and homemade paper
- to explore science and medicine as it existed in the eighteenth century, and
- to develop an understanding of the relationship between scientific progress and a democratic society.

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CLEANING COPPER

Grades: Primary

Bloom Levels: Comprehension, Application

Materials Needed: Pennies, vinegar, container, salt

Introduction: Many of the statues of the founding fathers are made from bronze or copper. The goals of this lesson are to familiarize students with some of these statues and to introduce them to the scientific concepts of chemical reaction and experimentation.

PROCEDURE:

Have students locate pictures of bronze or copper statues of early American patriots.

Discuss with students how these statues were made and then have the class imagine how they might be cleaned.

Using copper pennies have students try out and evaluate their ideas for cleaning the statues.

With the students produce a solution made of two spoonfuls of vinegar and five shakes of salt. Swish a dirty penny in the solution. Evaluate the results. Introduce students to the terms: chemical, solution, and chemical reaction.

Summarize with students the following points from the lesson:

- that experimenting is a valuable way to test solutions to a problem
- that when salt, vinegar, and copper are combined they produce a chemical reaction
- that many of the patriots who contributed to the founding of our nation are remembered through statues made of bronze or copper.

SCIENCE: Cleaning Copper, by Dean Bernard

DRIED APPLE RINGS

Grades: Primary

Bloom Levels: Comprehension, Application

Materials Needed: Tart apples, paring knife, twine, cheesecloth

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Introduction: Dried apples are a snack that the men writing the Constitution may have enjoyed. This is an easy snack that your class could make and eat while working on other Constitution activities.

Eating dried apple rings is a different apple taste experience. Unlike the juicy crunch of a fresh raw apple, a dried apple is rough and chewy with no juice, but the apple taste is still quite rich. The rings can be stored for several years, in a jar with a tight lid, without losing their flavor.

PROCEDURE:

1. Start with firm, ripe apples, choosing a variety with a strong, tart flavor. Using a paring knife, peel and core several apples. Then slice them across the core into rings about one-quarter inch thick.

2. Dry the apple rings as quickly as possible before they spoil. To dry the apple rings string them on a length of twine and hang the string between two hooks in a warm, dry, airy place.

Drying can be done indoors or out. If outside, be sure the weather is dry and sunny. If flies and insects try to feed on the drying apple rings, try covering the rings with cheesecloth. Don't try to dry the rings in the oven!

3. When the apple rings are dry, they will have a leathery texture and taste quite chewy.

SCIENCE: Dried Apple Rings, by Dean Barnard

SODA POP

Grades: Primary

Bloom Levels: Application

Materials Needed: Fruit drink, punch, iced tea, or juice; 1/2 tsp. cream of tartar, 1/4 tsp. baking soda, white sugar

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Introduction: In early American homes teas and berry juices formed the base for everyday beverages. Carbonated water called "mineral water," "belch water," or "soda water" was added to these bases to form a refreshing drink. The men writing the Constitution may have enjoyed such a beverage on a steamy, Philadelphia afternoon.

PROCEDURE:

1. Into a glass of fruit drink, (or any of the other listed possibilites) that is 2/3 full, add 1/2 teaspoon cream of tartar and 1/4 teaspoon baking soda.
2. If the drink you are using does not contain sugar, add one teaspoon of sugar.
3. Stir for a few seconds until the soda water is bubbly. Taste the drink quickly - you may not want to finish the glass! Try to improve the taste of your drink by varying the drink flavor and the proportions of the other ingredients.

This may not taste like the "sodas" we drink today, although the bubbles will still tickle your nose.

SCIENCE: Soda Pop, by Dean Barnard

BUTTER MAKING

Grades: Primary or Intermediate

Bloom Levels: Application

Materials Needed: Whipping or heavy cream, salt, butter churn or wide-mouth jar with a tight fitting lid, spoon

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Introduction: Like many foods which are now common in American homes, butter was once considered a luxury which few early American families could afford. Even those families with milking cows often traded butter for necessities such as food and clothing, rather than eat the precious commodity.

There were many clever and practical designs for butter churns but two types were most common. The tall wooden bucket with a long pole or dasher was easy to make, but required tedious arm pumping to use. The "rocking churn" was a wooden box with a tight fitting lid which sat on rockers so it could be worked by the feet, leaving the hands free to do other tasks. Even if there are no butter churns available, students can have the experience of making butter with items found in a 20th century kitchen.

PROCEDURE:

1. Let the cream stand at room temperature for a few hours before pouring it into the churn or jar.
2. Place the lid on tightly.
3. Begin to churn butter (or shake the jar). Take turns since this will take 20-30 minutes.
4. When no more curds form, remove the lid and scoop the butter curds into a bowl. The butter will be soft and mushy. Rinse with water, add salt and refrigerate.

SCIENCE: Butter Making, by Dean Bernard

FANCY PENS

Grades: Primary or Intermediate

Bloom Levels: Application

Materials Needed: Handout on calligraphy; pencil-sized twig, penknife

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Introduction: Before the invention of pencils, fountain pens, ballpoint pens, and other writing devices, people used rather crude pens made from small carved twigs or feather quills. Quill pens worked best because the quill held the ink. The wood-nib pens were much cheaper and could be carved in a few minutes.
(Primary students will need help with the activities requiring the use of a knife.)

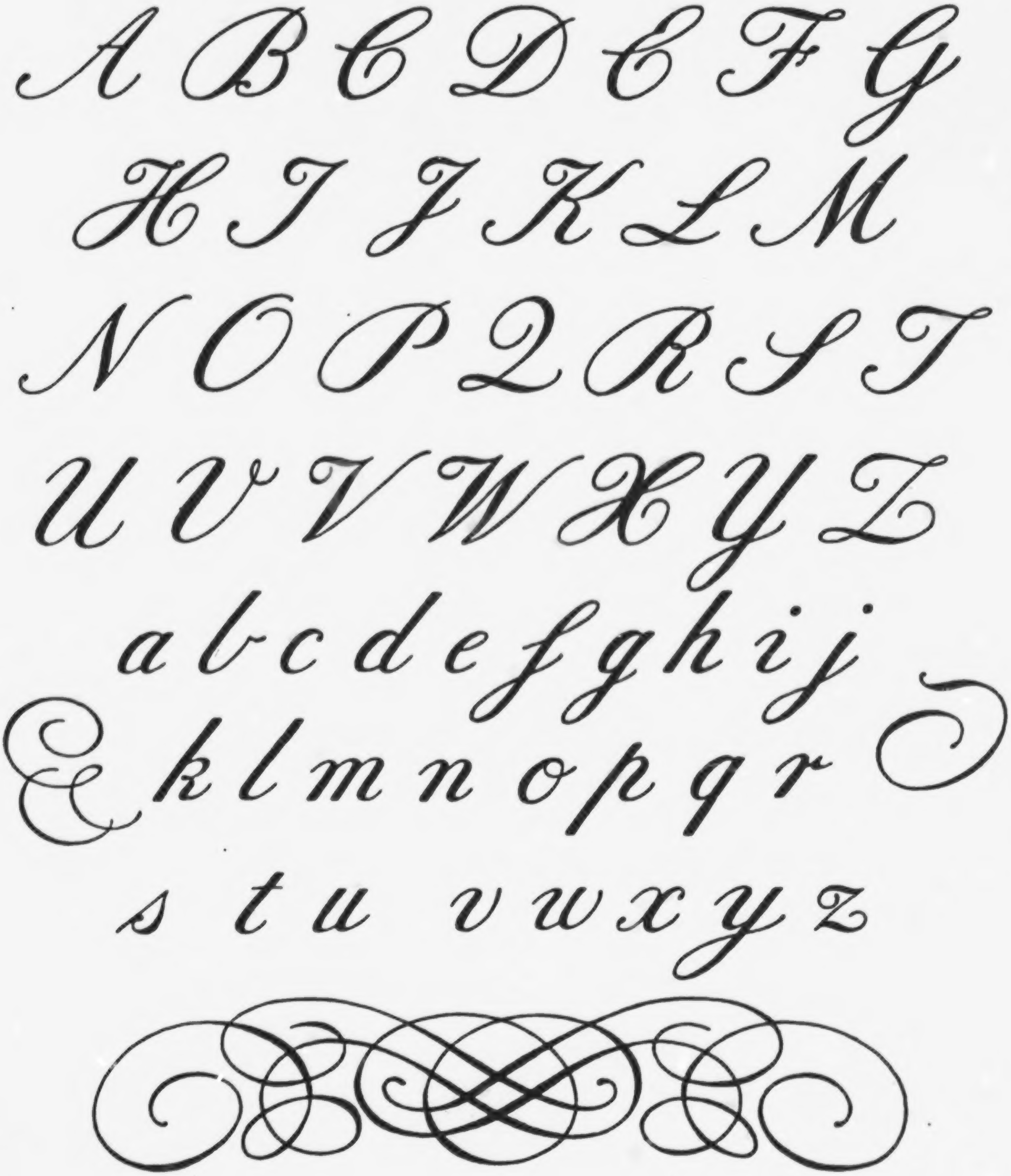
Procedure:
Using a penknife, carve one end of a twig to a thin point. This will be the writing nib. Once you have a thin point, dip it into the ink and try writing. You will probably have to dip the pen into the ink quite often, once for every letter you print. When the nib becomes too soft or flat, sharpen the point with your penknife.

QUILL PEN

MATERIALS NEEDED: Large feather, penknife

Procedure:

1. To make a quill pen find a large feather. Check a poultry butcher for chicken or turkey feathers.
2. Strip off some of the feathers from the thick end of the quill. This enables you to hold the pen comfortably in the standard writing position.
3. Now form the penpoint by cutting the thick end of the quill at a slant curving the cut slightly.
4. Check to be sure the inside of the hollow quill point is open and smooth so the ink will flow to the point. The width of the line the pen makes will be determined by how sharp or blunt the point is.
5. Experiment to find out how a quill pen writes by drawing lines, curves and individual letters. Hold the pen at different angles or try cutting a new point at a slightly different slant.
6. Use the following sheet to practice forming letters like those that are found on the original Constitution.


A B C D E F G
H I J K L M
N O P Q R S T
U V W X Y Z
a b c d e f g h i j
k l m n o p q r
s t u v w x y z

SCIENCE: Fancy Pens, by Dean Bernard

FOLKLORE AND FORECASTING OF THE WEATHER

Grades: Primary or Intermediate

Bloom Levels: Synthesis

Materials Needed: Handout: "Early American Cures"

Introduction: Before the age of scientific weather forecasting, farmers used natural signs to help predict the weather. Much of this weather lore attempted to forecast the harshness of the coming winter.

PROCEDURE:

1. Read the following predictions to your class.
    The thicker the walls of the hornet's nest, the worse the winter.
    High beaver and muskrat lodges mean the winter will be harsh.
    A wide band on the wooly-bear caterpiller means a bad winter.
    The larger the crop of acorns the longer the winter.
    Flies will swarm before a storm.
    High clouds bring good weather.
    Lightning in the southern sky, brings little else but dry.
    When forest murmurs and mountain roars, close your windows and shut your doors.

2. Discuss the reliability of these weather indicators.

3. Have the class create and illustrate their own natural weather predictors.

SCIENCE: Folklore and Forecasting of the Weather, by Dean Bernard

LOTIONS, POTIONS, AND STRANGE NOTIONS

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Evaluation

Materials Needed: "Early American Cures" handout

Introduction: During the time when the Constitution was written, nearly all American medicine was based on home remedies, superstitions, or cures borrowed from the native Indians. The goal of this lesson is to introduce some of these early cures to the students.

PROCEDURE:

Discuss the cures on the handout with the students.

Have the students collect home remedies that are used in their family. Add these to the "Cure All" list.

With older students discuss the possible origins of these cures, the way these remedies may have been communicated from one place to another, and the reasons people may have had for believing in them.

Finally, discuss how the constitutionally guaranteed freedom of the press encouraged the spread of this form of medicine and how current laws prevent unproven claims such as those on the "Cure All" handout from being publicized.

HANDOUT: EARLY AMERICAN CURES

Hiccups

- Have someone stare you in the eye and dare you to hiccup
- Hold a piece of ice against the lobe of your right ear.
- Hold the tips of your two pointer fingers as close together as possible without touching.
- Soak a lump of sugar in vinegar or lemon juice and eat it.

FRECKLES

- Collect a cup of rainwater which drips from the roof. Add to it a squeeze of lemon juice and ten raisins (or dried grapes). Stir the mixture everyday for nine days, then use the water to wash the freckles away.
- Apply the sap from the grapevine to the freckles.
- Rub a mixture of buttermilk and lemon juice on the freckles with a live frog. Let the frog go in a fast moving creek.

SMALL CUTS

- Put a spider web across the wound.
- Put a wetted mixture of spider webs and sugar on the cut.
- Put a soft goose feather on the cut and leave it there until it falls off.

SORE THROAT

- Wear a necklace of onions baked in a fireplace.
- Swallow a mixture made from ground-up rose petals and sugar.
- Apply uncooked bacon or pork fat to the outside of your throat.

TOOTHACHE

- Put a drop of vanilla on the painful tooth.
- Hold a mixture of warm vinegar and salt in your mouth until the pain goes away.

EARACHE

- Wash all around and in your ear with a warm salt water solution.
- Apply a piece of cotton moistened with vegetable oil and sprinkled with black pepper to the ear.

MAKING INK

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Shells of 8 whole walnuts, 1 cup of water, 1/2 tsp. vinegar, l/2 tsp. salt; hammer, scrap of cloth, small saucepan, measuring cup and spoons, strainer, and a small jar with tight fitting lid

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Introduction: During the 1780s ink was scarce. Sometimes small bottles of ink were available, but often each person would have to make his own ink. Inks were made from a variety of ingredients depending on the color that was needed. Berries, roots, powders, and even chimney soot were used to make inks of different colors. The two most common types of ink used during this time were made from nut shells and berries. The formulas included in this lesson have been simplified but the inks they produce can be used for writing.

Procedure for Making Nut Ink (Brown)

1. Crush the empty walnut shells into very little pieces by wrapping them in the piece of cloth and pounding them with a hammer.
2. Put the crushed shells into a saucepan, add one cup of water, and bring the water to a boil. Turn the heat to low and let the pot simmer for 30 minutes to one hour or until the water turns dark brown. Most of the water will have evaporated leaving a small amount of brown ink.
3. Remove the ink from the heat, let it cool, then pour the mixture through a strainer into a small jar.
4. Add a 1/2 teaspoon of vinegar to the ink to keep the color from fading and 1/2 teaspoon of salt to prevent the ink from becoming moldy.
5. Try making other inks in the same way with other kinds of nut shells, bark (birch or willow bark work well) or roots.

Berry Ink
Materials Needed: l/2 cup ripe berries (blueberries, cherries, strawberries, blackberries)
1/2 tsp. salt
1/2 tsp. vinegar
Utensils: measuring cup and spoons, strainer, bowl, wooden spoon, small jar with tight fitting lid.

Procedure:
1. Fill the stainer with berries and hold it over a bowl. Using a wooden spoon, crush the berries against the strainer so that the juice drains into the bowl.
2. Add salt and vinegar to the berry juice and stir well. If the berry ink is too thin, add a tablespoon or two of water.
3. Store the ink in a small jar with a tight fitting lid. (Without special chemicals the ink may turn to jelly. DO NOT EAT THIS JELLY.)

SCIENCE: Making Ink, by Dean Bernard

PAPER MAKING

Grades: Primary or Intermediate

Bloom Levels: Application

Materials Needed: Scrap paper, yarn, thread, deckle, water, laundry starch, large container, blotting paper, rolling pin, egg beater or old electric blender

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Introduction: Paper was scarce during the Early American era. Fine paper was made from rags, which were hard to find, so paper made from wood pulp and used paper became quite common. During this activity students will make a piece of paper using scrap paper and a deckle.

PROCEDURE:

To make a deckle attach a piece of window screen to an 8" x 10" wooden picture frame.

Ask students to gather discarded materials such as old newsprint, cardboard cartons, notebook paper, colored paper, yarn and thread.

1. Tear the sheets of paper or cardboard into small pieces (less than 2" in diameter) and put the pieces into a large basin.

2. Add water and laundry starch, in proportions of one tablespoon of starch to one cup of water, to the torn paper. Beat the mixture with an egg beater (or blender) until the pulp is the consistency of a very light gravy.

3. Dip the deckle sideways into the pulp mixture until the screen is completely coated with a light layer of pulp.

4. Remove the screen (by pulling straight up) with the wet sheet of pulp from the deckle and place it between two pieces of blotting paper.

5. Press out the excess water with a rolling pin or pipe and allow to dry.

6. Peel the "recycled" paper from the blotting paper.

Students may compare the paper produced from different kinds of pulp. Which sheet is the strongest? Is there a type of pulp that seems to make the paper more water resistant?

TEA TIME

Grades: Primary or Intermediate

Bloom Levels: Application

Materials Needed: Cool water, heating element, tea kettle, teapot, tea, milk, lemon, tray, mugs or cups

Introduction: During the writing of the Constitution, it is likely that many cups of tea were made and served. Below is the correct way of making and serving tea which could be served during any of the Constitutional activities.

PROCEDURE:

1. The first rule for making good tea is to use fresh cool water and to be sure that the water boils for three to four minutes - no more no less. Tea made with water which isn't boiling will not have full flavor, and water that has been boiled too long will not be fresh.

2. When the host or hostess decides that it is tea time he or she brings the boiling kettle into the room and places it on the tray. The ceremony of making tea is always reserved for the hostess, if one is available. Into the teapot she puts one teaspoon of tea (or one tea bag) for each cup to be served. She then pours the boiling water into the teapot, puts the lid on, and lets the tea steep three to five minutes before pouring.

3. Pouring and serving the tea is usually done by close friends of the host or hostess who have been selected for good manners and friendliness. When a guest asks, "May I have a cup of tea?" The one pouring replies, "Certainly. Would you like milk or lemon?" The server need only smiles as he or she hands each guest a cup of tea.

SCIENCE: Tea Time, by Dean Bernard

WHAT WAS IT LIKE?

Grades: Primary or Intermediate

Bloom Levels: Comprehension, Analysis, Synthesis, Evaluation

Materials Needed: Copy of Article I, Section 8, Clause 8 of the Constitution, drawing paper, crayons, colored pencils, markers

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Introduction: This activity will help students to understand how Article I, Section 8, Clause 8 of the Constitution encourages exploration and invention.

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1. After completing several activities on the United States Constitution, give each student a piece of paper and have them draw a scene that may have taken place in 1787. (A farm, town, a country school, etc.) Do Not give the student detailed directions on what should be included in these drawings.
2. After the drawings are finished have students share pictures.
3. Using copy of Article I, Section 8, Clause 8 of the Constitution, explain to the class that in the entire Constitution, this is the only place that the word "science" appears. Discuss what this sentence means. How does this provision encourage United States citizens to experiment and invent?
4. Look again at the drawings. How would these drawings change if they were drawings of the same scene in 1987? (How would houses, transportation, clothes, food, and medicine have been different?)
5. Have the students list all of the changes that would have taken place in their picture if it were to be drawn in 1987. (i.e., cars, street lights, pavement, farm equipment, screens on the windows). PRIMARY Students can use a brightly colored crayon and circle the areas of change. Count the changes that have come about because of inventions and scientific advances.
6. Discuss with students the effects of Article I, Section 8, Clause 8 on our way of life. What might have happened if this provision were not included in the Constitution?
7. Have students redraw their scenes as they would appear in 1987.

SCIENCE: What Was It Like? by Dean Bernard

INVENTIONS - GUESS WHAT

Grades: Intermediate

Bloom Levels: Application, Synthesis

Materials Needed: Handout, "Early American Gadgets," scrap material

Introduction: Life in colonial America was different from life today and required different tools to make work around the home easier. Some of these things could be bought from a local craftsman, but many were homemade and one of a kind.

Sugar came in loaves so there was a device in most kitchens similar to a pair of big scissors called a sugar loaf cutter. For comfort while getting out of bed on cold winter mornings there were boots warmers made of soapstone blocks which were heated by the fire. While milking the family cow there was a cow tail holder to keep the milk from being swatted in the face.

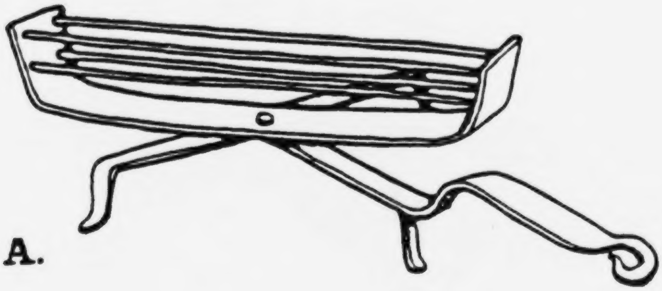
Procedure:

1. The following illustrations are things that were once made and used in America. See if you can guess what they do.
2. Inventions should make a task easier, or solve a problem. Were these inventions helpful or merely interesting?

Early Gadgets:

- a. Toaster - bread was placed in the wire rack and the entire device was placed in front of the fire. The result was colonial toast.
- b. Fly Trap - honey was put inside the jar to attract flies. Once inside the jar the insect was trapped.
- c. Knee Nutcracker - the nut was placed in the holder and cracked with the hammer. This was also used as a knee warmer if it had been placed by the fire.
- d. Apple Peeler
- e. Hand bellows Fog Horn
- f. Dog Tongs - although these might have had other functions, they were used chiefly by the sexton to remove noisy dogs from church during services.

Using wire, nails, string, wood, metal washers, and other scrap materials, have students "invent" a tool or gadget to meet a need or function around the room.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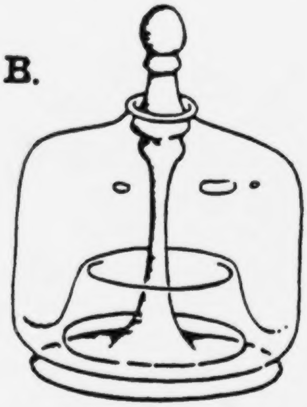
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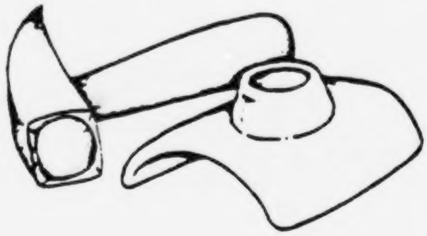

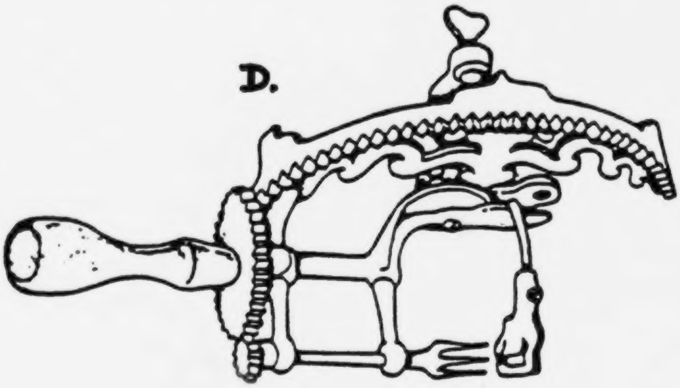
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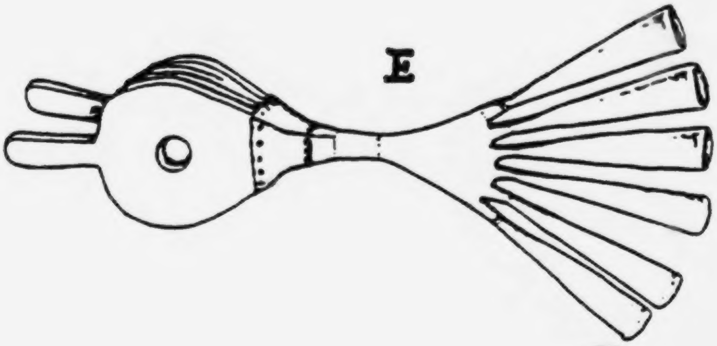
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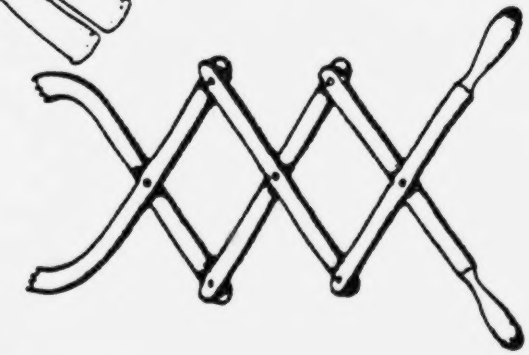

INVENTIONS OF A NEW NATION

Grades: Intermediate

Bloom Levels: Comprehension

Materials Needed: Reference materials

Introduction: The first and greatest of the American inventions was the Republic itself. Within two decades successful revolutionaries invented a dramatically new form of constitutional government and made it work. The Constitution of this new land included the following provision:

> The Congress shall have the power - to promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries. Article 1, Section 8, Clause 8

Our Constitution encouraged experimentation and discovery. With this encouragement settlers with boundless wilderness to clear developed a sharper, better-balanced ax. Ship builders along a tricky coast developed a schooner. Gunsmiths in Pennsylvania developed a more accurate rifle. The goal of this lesson is to acquaint students with the inventions of 18th century America.

PROCEDURE:

1. Using encyclopedias and other reference books, have small groups of students find out about inventions developed in America during the 1700s.

2. Have students write reports about these inventions.

3. Make a bulletin board with pictures and brief descriptions of the students' findings.

SCIENCE: Inventions of a New Nation, by Dean Bernard

NATURAL DYES

Grades: Intermediate

Bloom Levels: Application

Materials Needed: plant materials for making dye; wool yarn or cotton fabric to dye; alum and washing soda for mordant

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Introduction: Nearly all of the woven cloth in early America was made from wool or linen. The color of the threads, as well as the fabric they produced was a drab gray or dull tan. The plain material always looked dirty. To make the fabric more attractive, linen was bleached white by repeated washing in buttermilk and then spread out to dry in the sun. The wool yarn was dyed a variety of colors with dyes, made from roots, flowers, leaves, berries, minerals, and even dried insects.

These are colors that were common during the time that the Constitution was written. Also listed are several of the plants used to make the dyes:
RED: cherries, red onion skins, strawberry, dandelion root.
GRAY: sumac berries, blackberries, rhododendron leaves.
BROWN: walnut shells, sumac leaves, maple bark.
GREEN: lily-of-the valley stalks and leaves, black-eyed Susan flowers, morning-glory blossoms.

To make a mordant for 1/4 pound of wool, mix one ounce of alum in one gallon of water. For cotton, add 1/4 ounce of washing soda to this mixture.

Procedure:

1. Soak material in the mordant overnight.
2. Chop pieces of plant into small pieces. Place in a large kettle with 1-1/2 gallons of water and soak overnight. The next day simmer over low heat for one to two hours. Let cool and strain off plant material.
3. Take material from mordant, squeeze out excess mordant and simmer in the plant mixture until the dye takes.
4. Remove fabric, rinse in clear, cool water and hang out to dry.
5. Dye small pieces of cotton cloth and have students make handkerchiefs, place mats, quilts, or book markers.
6. Dye yarn and have students make a simple weaving.

SCIENCE: Natural Dyes, by Dean Bernard

SCIENCE FAIR OF 1787

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis

Materials Needed: None

Procedure:

1. Find out about some of the inventions that were developed during the 1700s. (Have students look up inventions, patents, Ben Franklin, Thomas Jefferson, sewing machine, printing press, etc.)
2. Have each student choose one invention or person to study in depth. From their research students should:
   a. prepare a model of the invention
   b. learn as much as possible about how the invention worked and be prepared to create answers to questions such as: How old were you when you invented this? Where did you invent it? How much did it cost, and how much did you sell it for?
3. Using the students and their 18th century inventions, organize a 1787 science fair. Invite other classes in the school to visit the fair and to meet these famous inventors.

SCIENCE: Science Fair of 1787, by Dean Bernard

14) Art/Colonial Crafts

ART / COLONIAL CRAFTS: TABLE OF CONTENTS

BEADING
CANDLE MAKING
WEAVING; RIBBON
NEEDLEWORK
PAPER CUTTING (SCHERENSCHNITTE)
PATCHWORK QUILTING
POTTERY
PRINTING
STENCILING
CALLIGRAPHY
LOOM BEADING
MORE CANDLE MAKING
WHEAT WEAVING

BEADING

Grades: Primary

Bloom Levels: Application

Materials Needed: Kitchen dough: 1 c. flour, 1/2 c. salt, 1/2 - 3/4 c. warm water, food coloring if desired; paint; nails; seeds; needles; string; macaroni; wallpaper scraps cut into long narrow triangles

---

Introduction: Indians introduced to the European settlers various forms of beading and the beautiful artwork derived from beading. Originally, Indians utilized beads as wampum. Wampum was used for gifts or in ceremonial exchanges with other tribes. Indians used shells such as quahog clam, conch, and whelk. These shell beads were highly valued. The process of making the beads was long and tedious. They came out disc shaped.

In the late seventeen hundreds, white men started mass producing beads to be sold to traders. The traders then took the beads to the Indians in exchange for pelts and other goods. Beautiful jewelry, clothing and artifacts were made with these multicolor beads.

DIRECTIONS:

Dough Beads

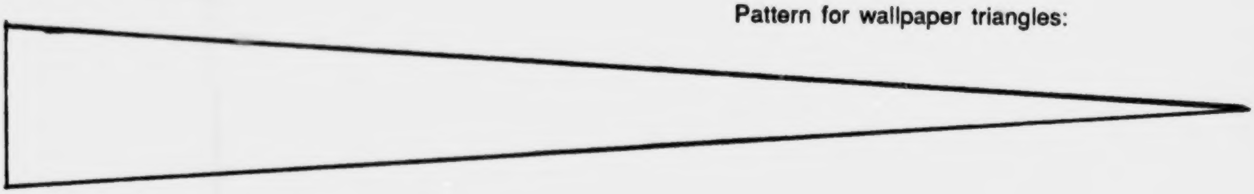
Work dough until pliable
Flatten and make into strips
Roll around nail
Slide off and lay aside until dry
Make dough into balls around the nails
Slide off and lay aside until dry
If desired, before taking off the nail, make designs in the dough

Seeds

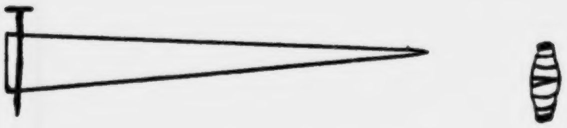
Soft seeds like sunflower or soft large flower seeds may be strung as they are.

Wallpaper

Pattern for wallpaper triangles:



Lay nail along wide end of triangle



COLONIAL CRAFTS: Beading, by Paige Svigel

Roll to narrow end
Put glue on last inch of point and glue down as you roll
Slide bead off nail
Repeat

Macaroni

Macaroni may be painted or dyed with food coloring and left to dry before stringing.

CANDLE MAKING

Grades: Primary

Bloom Levels: Application

Materials Needed: Hot plate or stove, cooking pot, box (6 inches or deeper), large coffee or juice can, aluminum foil, sand and water, paraffin or candle wax, crayon shavings, candle wicking, pencil

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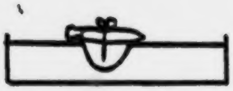
Introduction: During colonial times the homemaker crafted the candles. She made the waxy part of the candle with tallow (animal fat) from sheep, bear, oxen, and deer. Hemp was used to make the wicks. On special occasions, the women made candles with beeswax and added bayberry for fragrance. The candles were either formed by pouring tallow into a mold or repeatedly dipping the wick into the tallow and allowing it to cool.

A large metal bucket or tub can be used instead of the box; and an old metal coffee pot can be substituted for the can which makes pouring easier.

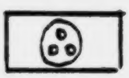
DIRECTIONS: Wrap your box with foil..
Fill pot with water; Put the can in
Turn the heat on low.
Add paraffin and crayon shavings for color.
Fill container or box with sand adding water until the sand is wet but not sloppy.

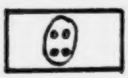
Dig and form a shape for the candle. Press sand down firmly. Tie a wick to a pencil and drop it into the center of the shape.



Pour melted wax into the dug out shape. Allow the wax to cool thoroughly and then remove from sand.

Remember, the larger the hole, the more wax you use. Try and limit the size of the children's candles to the size of their fist. Legs can be added by making holes at least two fingers big. Let them choose three or four legs.





APPROXIMATE TIME: 1 hour.

COLONIAL CRAFTS: Candle Making, by Paige Svigel

WEAVING; RIBBON

Grades: Primary

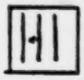
Bloom Levels: Application

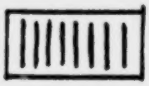
Materials Needed: Glue; Scissors; Several widths of ribbon; Felt cut into shapes such as triangles, squares, rectangles, circles, hearts, octagons, etc.

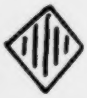
Introduction: The Weavers were the fabric makers, the rug makers, and the basket makers for the colonists.

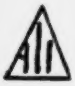
DIRECTIONS:

Cut ribbon into strips making them as long as the longest shape. Cut vertical slits into the shapes. For younger students, cut wider and fewer slits.

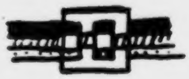








Begin weaving using ribbon with a variety of colors and widths.



Glue the ends down and trim off excess ribbon. Then glue the pieces to a construction paper card. Try having the students do several and put them together to look like a patchwork quilt.

APPROXIMATE TIME: 1 hour.

NEEDLEWORK

Grades: Primary and Intermediate

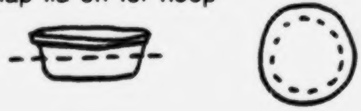
Bloom Levels: Application

Materials Needed: **Primary-** Yarn; plastic needles with large eyes; Something to sew on; burlap; plastic needle point canvas; foam meat trays

Intermediate- Yarn, needle with large eyes, Something to stitch on, burlap, or heavier cloth, embroidery hoop (this can be made by cutting a one inch piece of the top of a butter container; cut the center of the lid leaving the rim intact)

Introduction: Hand sewing was a way of life for colonial women. They began using more complicated stitches to make their homes and clothing more ornate. These stitches became borders on dresses and collars. Pictures for wall decoration were also commonly made utilizing this medium.

Put fabric over bottom, snap lid on for hoop



DIRECTIONS: PRIMARY

Have children draw a picture in pencil, crayon, or marker

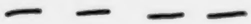
They are now ready to begin with yarn around picture

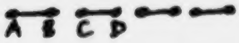
(with younger children you can you can punch holes in the meat trays and let the stitch; or give them burlap and allow them to stitch any pattern to enable them to experience needlework).

COLONIAL CRAFTS: Needlework, by Paige Svigel

Stitch Suggestions:

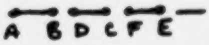
RUNNING STITCH for joining together





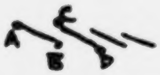
Up at A down at B
Up at C down at D

BACKSTITCH for outlining



Up at A down at B
Up at C down at D
Up at E down at F

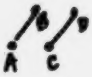
STEM STITCH for outlining



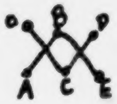
Up at A down at B
Up at C down at D

CROSS-STITCH

XXXX



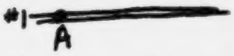
Up at A down at B
Up at C down at D



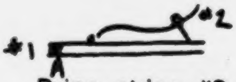
Up at E down at B
Up at C down at O

COUCHING STITCH

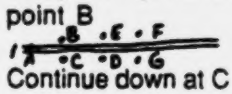
Knot string at #1



Come up at A with
string #1
lay string #1 on design

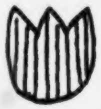


Bring string #2 at point B

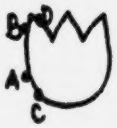


Continue down at C
Up at D down at E
Up at F down at G

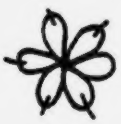
SATIN STITCH for filling in



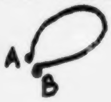
Up at A down at B
Up at C down at D

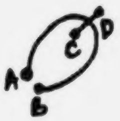


LAZY DAISY STITCH FOR FLOWER AND LEAVES



Up at A
Down at B





Keeping loop intact
Coming up at C down at D
This will secure loop

APPROXIMATE TIME: 4 - 5 hours.

PAPER CUTTING (SCHERENSCHNITTE)

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed:

Primary- Scissors (regular school scissors and manicure scissors); Paper (typing for practice; parchment or ditto paper); Card stock patterns or let children design their own

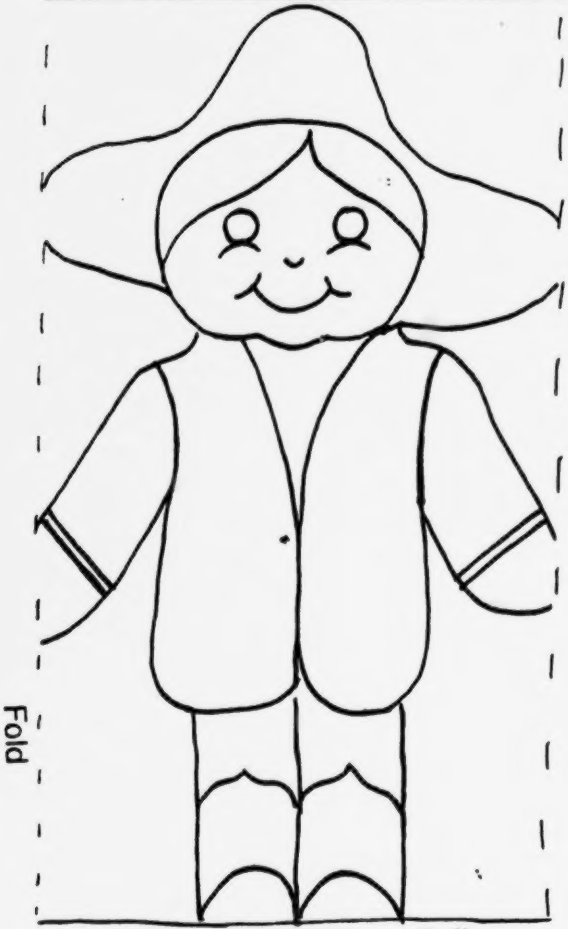
Intermediate- Scissors (regular school scissors and manicure scissors), Paper (typing for practice, parchment or ditto paper), Card stock patterns or let children design their own. The patterns on the next page can be used.

Introduction: Another form of decorating for the colonists was scherenschnitte (German for paper cutting). It was used for pictures and home decoration. It was done on parchment paper with a knife or small scissors.

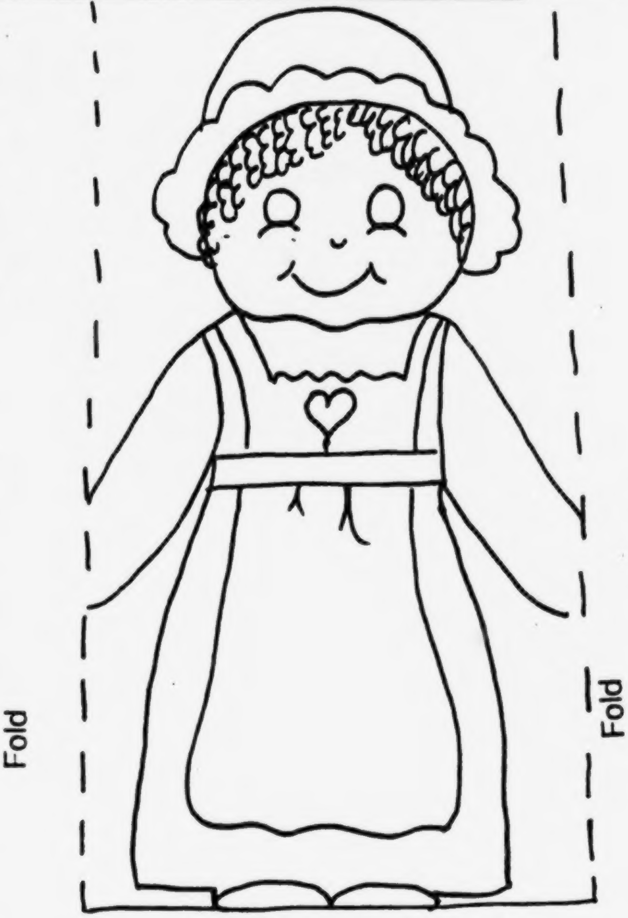
Trace picture on paper
Watch carefully for some are done on the fold
Begin cutting
Use the manicure scissors for the small areas
When finished, have the students carefully glue their picture to a piece of construction paper or small print wrapping paper. Frame with paper and it's ready to hang. The paper cutting may also be used for the front of a greeting card.

A few ideas are on the following pages.

APPROXIMATE TIME: 1 - 2 hours.

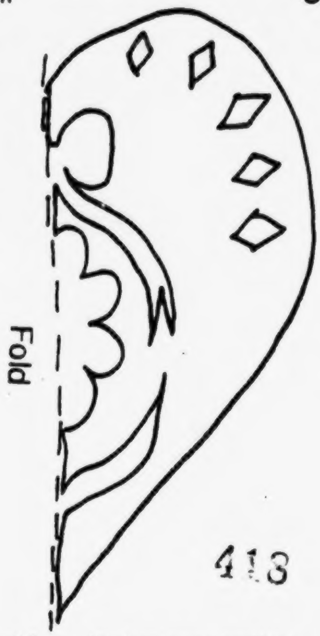


Colonial Boy Paper Doll

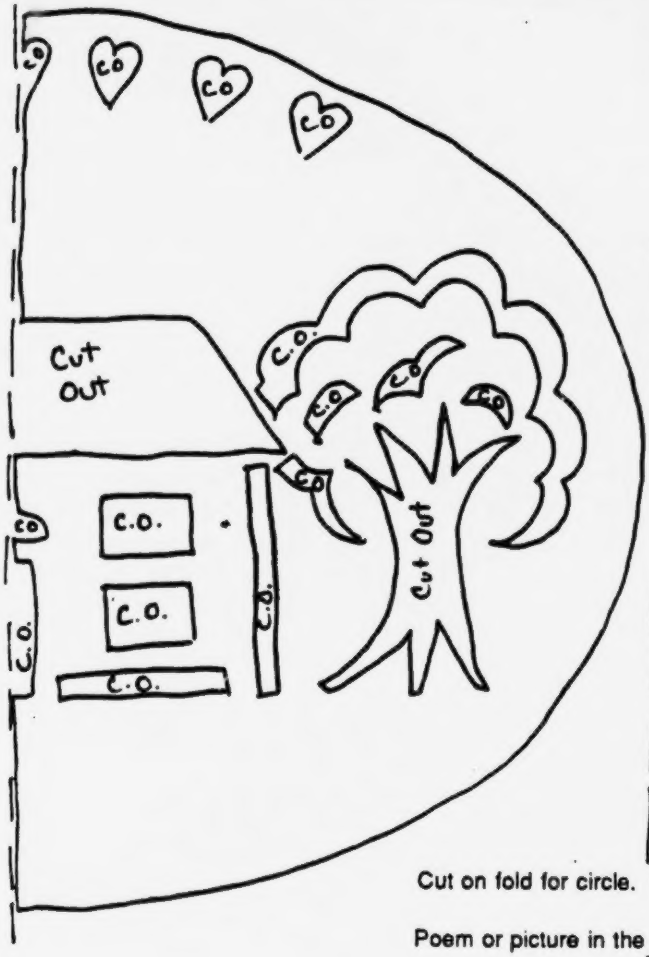


Colonial Girl Paper Doll

Fold like a fan ʌʌʌ

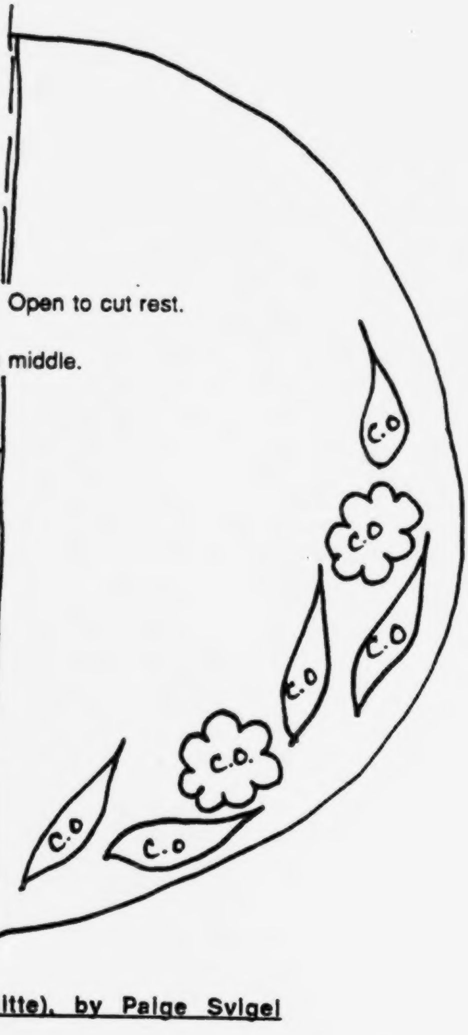


COLONIAL CRAFTS: Paper Cutting (Scherenschnitte), by Paige Svigel


C.O
CO
CO
CO
Cut Out
C.O.
C.O
C.O
C.O
C.O
Cut Out
CO
C.O.
C.O.
C.O.
C.O.
C.O.

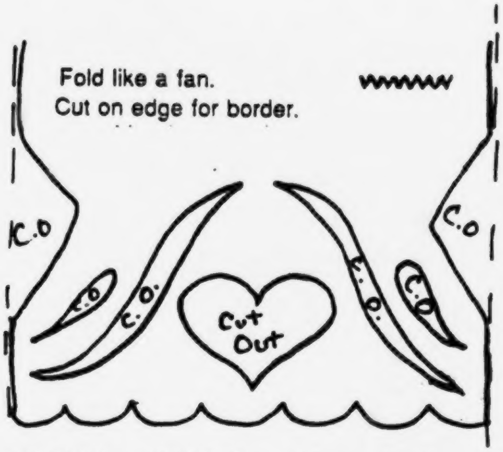
Cut out oval and part of house while folded.

Open to cut rest. Finish with calligraphy.


C.O
C.O
C.O
C.O
C.O.
C.O
C.O

Cut on fold for circle. Open to cut rest.

Poem or picture in the middle.


C.O
C.O
C.O
C.O.
Cut Out
C.O.
C.O
C.O

Fold like a fan.
Cut on edge for border.

COLONIAL CRAFTS: Paper Cutting (Scherenschnitte), by Paige Svigel

PATCHWORK QUILTING

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed: **PRIMARY**-Construction paper; wrapping paper with small prints; fabric with small prints; a sheet of paper (backing upon which patchwork will be glued);[Cut into Squares]; scissors; glue
Materials Needed: **INTERMEDIATE**-Construction paper, wrapping paper with small prints, fabric with small prints, a sheet of paper (backing upon which patchwork will be glued), scissors, glue, needles and thread

Introduction: Quilt making was done by the women. They used patchwork design on various items including quilts, curtains, pillows, and aprons. Patchwork designs evolved due to the fact that women could not afford to waste any fabric. Each piece was saved for a piece of the quilt. As clothing became worn or too small to wear, it was cut into pieces for the patchwork designs. This work was done **entirely by hand.** Quilts with the smallest stitches and most intricate patterns were prized possessions.

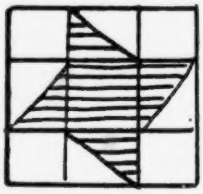
DIRECTIONS: PRIMARY

Let students pick a design from below, or allow them to design one of their own. Triangles are squares cut in half along the diagonal. Allow pupils to experiment with colors, arranging them until they are satisfied with the outcome.

At this time they may begin to glue the pieces down following the patterns.

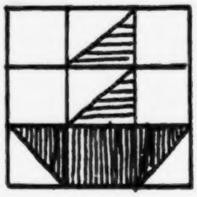
Try using various sized squares for different looks. The designs below are just one finished square. A quilt was made of many squares joined together.

9 squares



2 colors
Friendship
Star

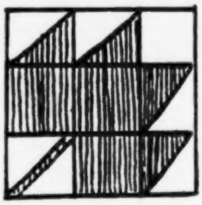
9 squares



3 colors
Sailboat

These designs make lovely pictures or cards. When completed add a paper frame.

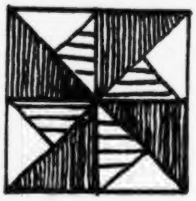
9 squares



2 colors
Maple Leaf

Stem is strip glued
on top of solid square

4 squares

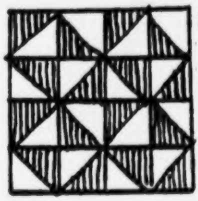


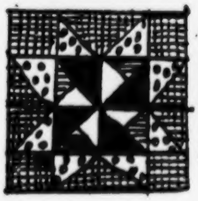
3 colors
Windmill

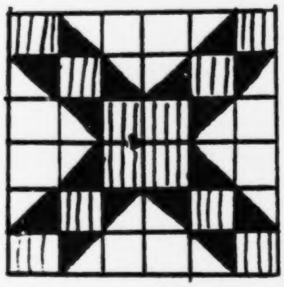
COLONIAL CRAFTS: Patchwork Quilting, by Paige Sylgel

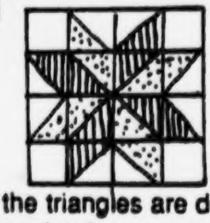
DIRECTIONS: INTERMEDIATE

Let students pick a design or draw one of their own.
For gluing;
Triangles are squares cut in half along the diagonal. Allow pupils to pick colors and play with them until they are satisfied with the outcome. At this time they may begin to glue the pieces down following the patterns.

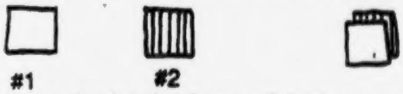

2 colors
16 squares
Broken
Dishes


5 colors
16 squares
Martha
Washington
Star

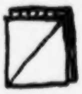

3 colors
36 squares
Mexican
Star


3 colors
16 squares
Eight point
Star

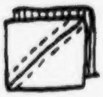
SEWING PATCHWORK QUILTING : For sewing, the triangles are done differently.
Decide on colors. Look at design carefully to determine how many 1/2 squares there are. Take one square of first color and one square of second color; lay them with right sides together.



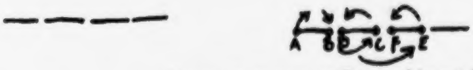
Draw a diagonal line on the back of one of these squares.



Backstitch 1/4 inch from center line on each side of the line.



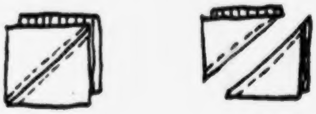
Backstitch:



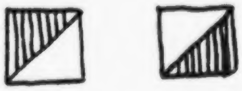
Up at A down at B
Up at C down at D

Up at E down at F
Keep going

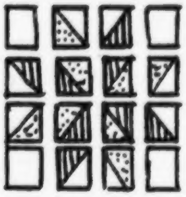
Cut on center diagonal line.



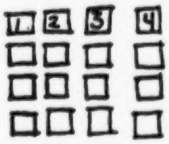
Open triangles; you will now have two squares with two different colored halves.

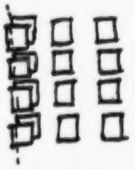


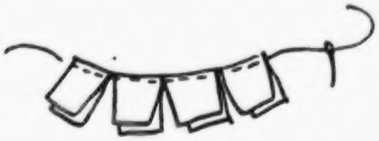
When you have each of your small squares ready, lay them out in your chosen pattern.



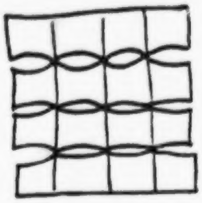
Sew a 1/4 inch seam between rows one and two; just keep right on sewing and join blocks as you go. Look at diagrams carefully.







Sew a 1/4 inch between rows two and three.
Sew a 1/4 inch seam between rows three and four; When finished it will look like this.



Now repeat the same procedure with the horizontal rows; start at the top row and work down.

When complete you will have one patchwork block. Just think, it takes 36 blocks to make a full size quilt!!!

APPROXIMATE TIME: Paper Quilting 1 hour.
Sewn Quilting 4 - 5 hours.

POTTERY

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed: Kitchen dough: 2 c. flour, 2 c. salt, 3/4 to 1 c. hot water, 1 Tbls. powdered alum, Mix together. Add 1 tsp. oil (I use baby oil), Food coloring if desired. Clay, Sculpey Clay (R). I like Sculpey because it will stay soft forever. and can be baked in a regular oven.

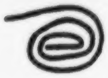
Introduction: The potter was the man responsible for making tableware in Colonial times. He made dishes, cups, pitchers, and vases. He dug and prepared his own clay. All pieces were air dried until he had enough to fill his kiln. A glaze was added to make the pieces leak proof and stronger.

DIRECTIONS:

Give the students each a handful of clay. Allow them to work it awhile to make it pliable and to get the feel of it. Have them practice making balls and rolling snakes.

For making a small bowl or vase;

Have the pupils roll a very long snake
Begin coiling to make a circular bottom



Continue to coil up to make sides

Use water to smooth out ridges of dough or regular clay.
Sculpey can be smoothed without water.

Bread dough can be air dried or baked at 250 degrees for 3 hours.
Clay can be air dried
Sculpey must be baked following its specific directions for hardening
When dry, bowls may be painted or decorated

Extension: Allow children to make other tableware indicative of Colonial times.

APPROXIMATE TIME: 2 - 3 hours.

PRINTING

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed:

Primary - Potatoes, small cookie cutters, plastic spoon and knives, thick tempera paint or stamp pads, pie tins, paper or fabric pieces to print on (old sheets work well)

Intermediate - String, scrap pieces of 2x4, glue, pencil, newspapers, thick tempera paint or printers ink, brayer, old cookie sheet, wallpaper, construction paper, card stock, or fabric pieces

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Introduction: A printer in the 1780's had many jobs. He was in charge of the newspapers, the handbills, the legal forms, and in some areas, he was also the postmaster. The printer would take letters (cast type) and then put them together to make words. Next, ink would be rolled over the letters. The paper was then applied and pressed.

PRIMARY DIRECTIONS:
Cut potato in half. Use cookie cutter to cut a design or cut a design of one's own choice. Use the plastic utensils to trim away excess around the design. Put a thin coat of paint in a tin or use the stamp pads. Have students begin dipping and printing.

Try having the students make several designs and print an entire piece of paper or fabric. This can be used as a picture, a book cover, or a placemat.

INTERMEDIATE DIRECTIONS:
Draw a design on your wood. Glue string to your design. Allow to dry thoroughly. Cover table and floors with newspaper. Put a thin layer of paint or ink into cookie sheet. Roll brayer through paint to coat. Now roll brayer over string picture. Begin printing. Print on entire area of paper or fabric for bookcovers, or placemats. Even old T-shirts can be used to make costume clothing.

APPROXIMATE TIME: 2 - 4 hours.

COLONIAL CRAFTS: Printing, by Paige Svigel

STENCILING

Grades: Primary and Intermediate

Bloom Levels: Application

Materials Needed: Paint, thick tempera, acrylics, stencil paints, card stock, mylar, or pre-cut stencils (purchased), brushes, sponges (cut into small squares), soft paper towel, something to paint on: lunch bags, burlap, stationary, different types of paper, fabric (if stencil paints are used), pie tins or large margarine tub lids

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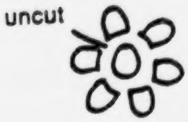
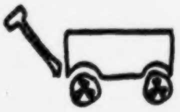
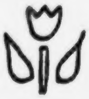
Introduction: Families would use stenciling to decorate their homes during this period of history. It was used on walls instead of wallpaper. They used it to decorate furniture, tin items, and clothing.

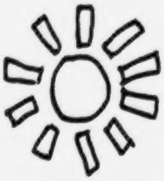
DIRECTIONS:

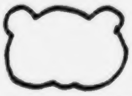
Cut your shape from the card stock or mylar. When cutting remember to leave places uncut to show line definition. Example:



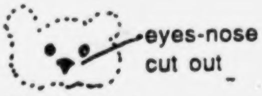








Face cut #1



Face cut #2

Choose something simple first to paint on for practice. Fill the pie tin with a small amount of paint. Dip brush, sponge, or dampened (but not wet) wadded paper towel into paint. Blot or dab excess paint off; the less paint used the more clear the print will turn out; too much paint will soak under the stencil and bleed.

Lay cut out down on top of item to be stenciled. Hold stencil securely or tape down to keep from moving. Begin dabbing in center and around edges to fill in area. Lift stencil carefully. Set project aside to dry.

Try keeping 2 or 3 brushes/sponges to a color, allowing the students to move to the color they need.

Let them experiment with a border for stationary, or try making a burlap placemat with a fringed edge. T-shirts or fabric can be used with stencil paint. This paint can be made permanent by heat-setting with an iron.

APPROXIMATE TIME: 2 hours.

CALLIGRAPHY

Grades: Intermediate

Bloom Levels: Application

Materials Needed: A chisel point felt tip marker; these are made for practicing calligraphy. Use a medium point. Lined paper for practice; Parchment paper for their special project

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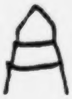
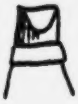
Introduction: The Italic Script is easier to begin with. Once this is mastered try one of the harder scripts like Old English.

Side View of pen tip.

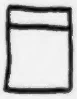


Front View of pen tip.

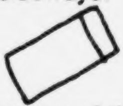


DIRECTIONS:

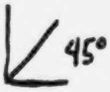
Have your marker and pens at desk. Sit very straight in desk; shoulders forward and feet flat on the floor. Right handed students need the paper as straight as possible in front of them.



Left handed students need their paper to be sideways.

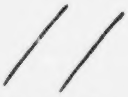


Hold marker as you do your pencil. The flat part of the marker should be at a 45 degree angle to the paper.

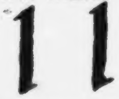


Put flat edge of pen on diagonal line.

Check this way; draw up at the 45 degree angle which will make the narrowest line possible with your pen.

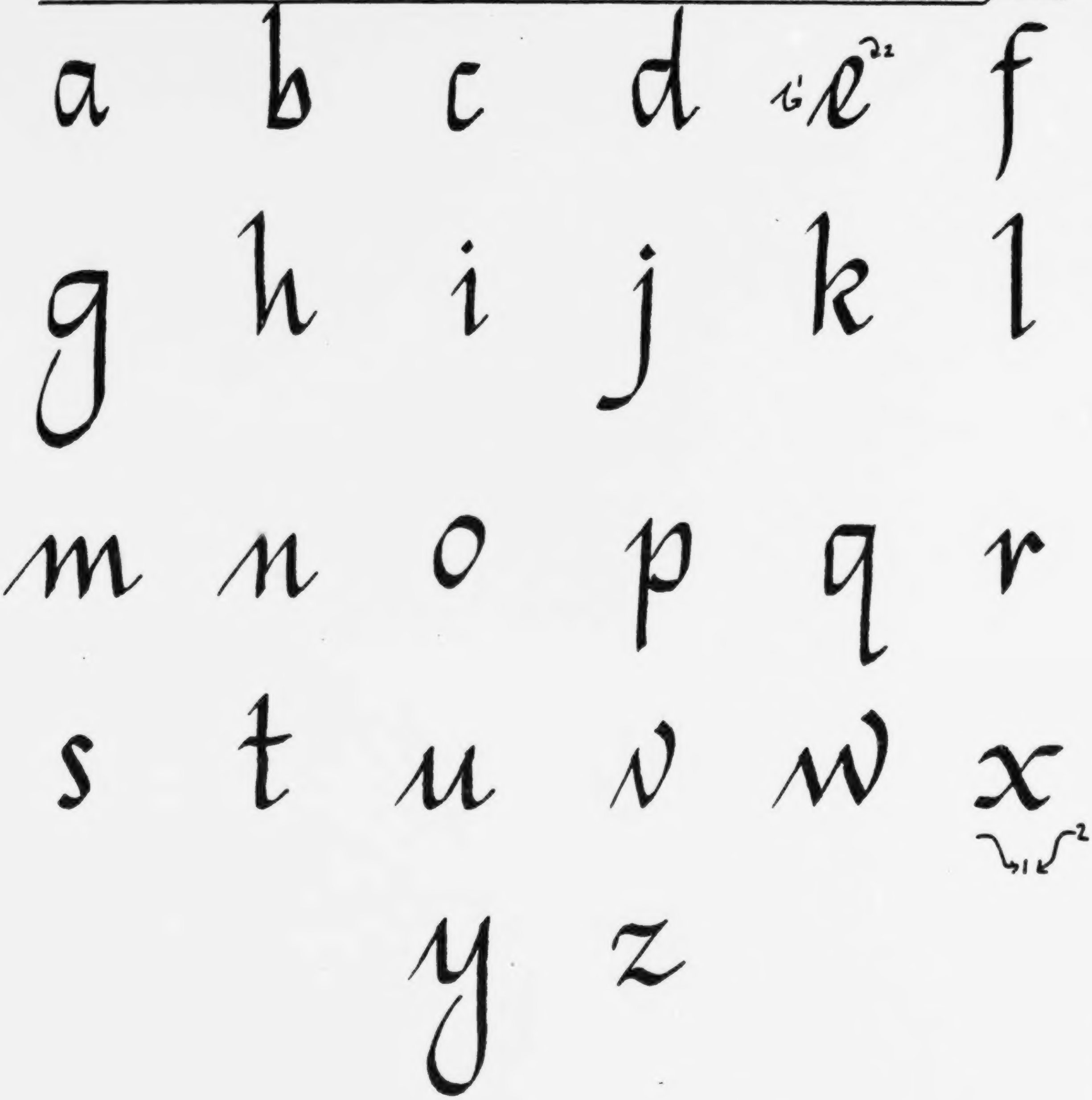


Draw a line straight down, this will make the widest line possible with your pen. Practice this a few times.

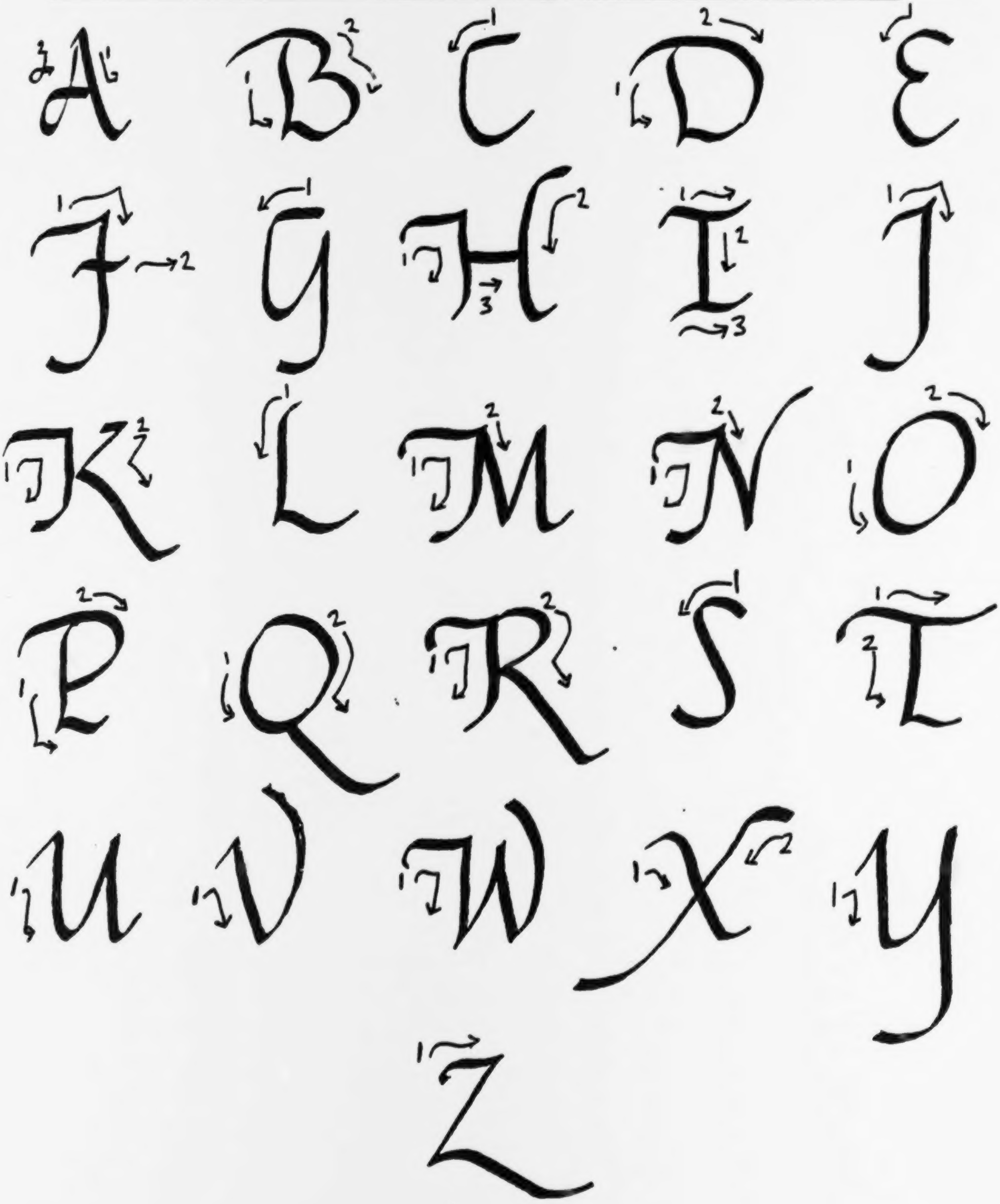


Begin with the letters on the following pages, starting with the small letters.

APPROXIMATE TIME: 2 - 3 hours.


a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z
1 2
1 2

These are done in one stroke.


A
B
C
D
E
F
G
H
I
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L
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V
W
X
Y
Z

COLONIAL CRAFTS: Calligraphy, by Paige Svigel

LOOM BEADING

Grades: Intermediate

Bloom Levels: Application

Materials Needed: Graph paper, beading needles, thread (Nylon), seed beads, cigar box or school box with lid, a single edge razor blade

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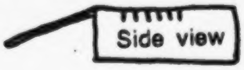
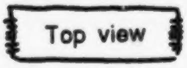
Introduction: Indians introduced to the European settlers various forms of beading and the beautiful artwork derived from beading. Originally, Indians utilized beads as wampum. Wampum was used for gifts or in ceremonial exchanges with other tribes. Indians used shells such as quahog clam, conch, and whelk. These shell beads were highly valued. The process of making the beads was long and tedious. They came out disc shaped.

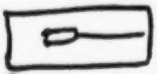
In the late seventeen hundreds, white men started mass producing beads to be sold to traders. The traders then took the beads to the Indians in exchange for pelts and other goods. Beautiful jewelry, clothing and artifacts were made with these multicolor beads.

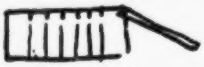
DIRECTIONS: Plot design on graph paper, one square per bead. Use colors. Use an odd number when plotting. This enables you to establish a center bead. Make small slits in the edges of the children's box, a bead width apart, to hold warp (lengthwise threads).





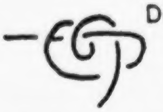
Tape end of thread to bottom of box; wind around length of box to set up loom for beading.

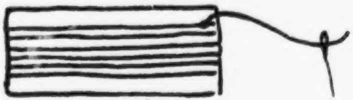

Bottom view


Side view

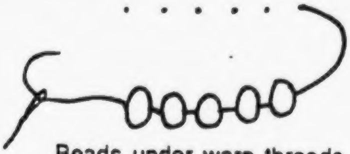
Top View

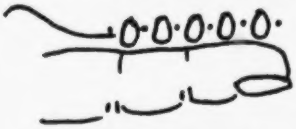
Be sure there is one more warp thread than the number of beads needed for the row. Double knot a thread to the outer warp thread; this will be your weft thread (crosswise thread).

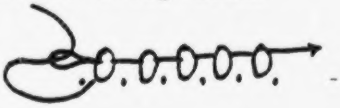

Double knot


Top view

String beads in the order of your first row on the graph. Position string of beads under warp threads; gently push beads up between warp threads; pass needle back through beads.


Beads under warp threads


Gently push beads up between threads


Pass needle back through beads above warp threads

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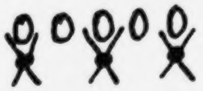
COLONIAL CRAFTS: Loom Beading, by Paige Svigel

This secures beads to warp threads. Continue this until design is complete. Tie weft thread to warp when design is complete. Cut threads on the bottom of box. Tie each pair of threads together.



Tied ends
Use double knot

Trim threads to approximately 1 1/2 inches. Cover ends with tape and secure to backside. Your bead work is now ready to be sewn to a belt, headband, clothes, or whatever you wish.

APPROXIMATE TIME: 4 - 5 hours.

Note: Beads may be kept in box while beading and lid closed when not working on project.

MORE CANDLE MAKING

Grades: Intermediate

Bloom Levels: Application

Materials Needed: A hot plate or stove, cooking pot, candle wicking, 2 large juice or coffee cans, crayon shavings, newwpapers, paraffin or candle wax

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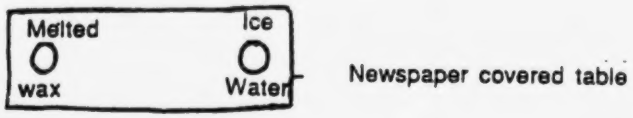
Introduction: During colonial times the homemaker crafted the candles. She made the waxy part of the candle with tallow (animal fat) from sheep, bear, oxen, and deer. Hemp was used to make the wicks. On special occasions, the women made candles with beeswax and added bayberry for fragrance. The candles were either formed by pouring tallow into a mold or repeatedly dipping the wick into the tallow and allowing it to cool.

A large metal bucket or tub can be used instead of the box; and an old metal coffee pot can be substituted for the can which makes pouring easier.

DIRECTIONS:

Fill pot 1/2 full with water and put the can inside
Turn heat on low and place wax in can
Melt enough wax to fill can to 3/4
Add shavings for color
Remove can from pot; it can be rewarmed as needed
Fill second can with ice water
Give each student a 14 or 15 inch piece of wick
Fold the wick in 1/2 over your finger; you are dipping two candles
Begin dipping wick in wax keeping wick as straight as possible
Next dip wick in the ice water
Repeat procedure until desired thickness is reached
Candle may be shaped by hand after dipping in water but while still slightly warm
When finished hang until hard
Cut apart

Try setting up your work area in this way,



Have the students walk in a line around the table. This gives the candles a minute to cool between dipping. Try having one color of wax in one can and no color in the other. By doing so, the students can play with color variations and stripes.

APPROXIMATE TIME: 2 - 3 hours.

COLONIAL CRAFTS: More Candle Making, by Paige Svigel

WHEAT WEAVING

Grades: Intermediate

Bloom Levels: Application

Materials Needed: wheat (12 pieces per student), bucket, embroidery floss

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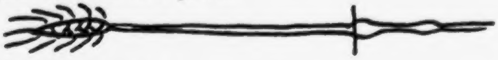
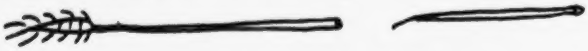
Introduction: Wheat weaving is another way in which the women decorated their homes. They used materials that were plentiful and close at hand. It took great ingenuity to make a handsome home with the little they had to work with.

DIRECTIONS: Run your hand down the stalk until you feel the first joint (bump); break the stalk just above the joint.

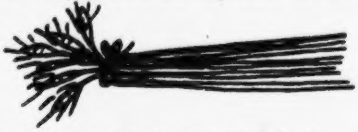


Slide off the sheaf.



Put wheat in the bucket filled with warm water; let stand 15 to 30 minutes to become soft and pliable.

Give every student 6 pieces; tie a piece of embroidery thread just below the heads.

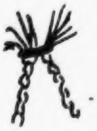


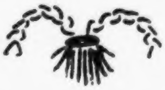
Divide into 3 groups of 2 each and braid; have a friend hold the top gently but securely while you braid; tie with floss at bottom.

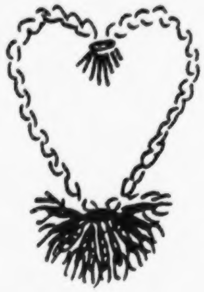
Switch, now you can hold while your partner braids; be sure to put your complete braid in water while you are waiting.

Repeat with second group of 6.

When both braids are finished, tie together stem ends; carefully bend head ends around and down to form a heart; tie with floss at the bottom to secure.







APPROXIMATE TIME: 1 hour.

COLONIAL CRAFTS: Wheat Weaving, by Paige Svigel

15) Physical Education

THE COLONIAL YEARS

Physical education was not considered to be a viable segment of the education process of school children during the 18th Century. There were perhaps two major reasons for this condition. First of all, most of the children attending school were from homes where hard work was an acceptable way of life and each member of the family was expected to do his fair share. This left little time for leisure time play activities. The second reason physical education was not included in the 18th Century curriculum model was that the prevailing attitudes of that period show play as being a waste of time. The Puritans carried this belief even farther by indicating that play was not only a waste of time, but it was also sinful.

As life for the early Americans became easier, there was time to become involved with more pursuits of leisure activities. Many of the leisure time activities were sporting events that reflected basic British ideas and traditions. Included with this group of activities were the sports of tennis, soccer, rugby, boxing, bowling, cricket, archery, track and field activities and horse racing. However, most of the activities listed were primarily for the enjoyment of adults and were generally carried on in the southern colonies where the abundance of slave labor provided the plantation owners with the free time necessary to pursue leisure time endeavors.

The increase in free time and the introduction of more sports into the main stream of society did not change the prevailing attitudes regarding play in the school until many years later. The only real physical activity in the schools generally took place during the free play period while the students were having a recess break.

Colonial children received very little guidance from the adults in their homes or community as to what and how to play. Nevertheless, they played many types of games both at home and at school during their recess period. Most of their games involved the use of equipment that was provided by Mother Nature, such as pebbles, corncobs, fruit pits, rocks, feathers and whatever else the children found to be useful in various play situations. Many of their games were invented on the spur of the moment and these games could be changed whenever the need arose.

There were also opportunities for Colonial children to learn new games and dances from the children of immigrants from countries other than their country of origin. The children also observed and joined in the games of slave children and native American Indian children.

Thus, the diversity of the Colonial population reflected an extremely wide range of games and dances. This fact is emphasized more when one realizes that by the end of the eighteenth century, approximately 500,000 blacks were living on the North American continent representing several different parts of the world. This diversity was allowed to spread even more with the 5,000 black soldiers who participated in the American Revolution. When one considers that American Indians as well as many other ethnic groups had equal contributions to the development of this country's history, it is no small wonder the United States is truly the melting pot of humanity.

15A) Colonial Games

PHYSICAL EDUCATION/COLONIAL GAMES: TABLE OF CONTENTS

PHYSICAL EDUCATION INTRODUCTION
FROG IN THE MIDDLE
HOPSCOTCH
HUNT THE SLIPPER
LEAP FROG
THE WOLF AND THE SHEEP
CRICKET BALL
DIAMOND SOCCER
MEDICINE LODGE
ONE PEBBLE GAME
PIE KALAH

FROG IN THE MIDDLE

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: None

Introduction: Frog In The Middle is a semi-active game that expresses the teasing attitude that existed among children during the Colonial days. The players must be warned not to become too vigorous in their efforts to gain the Frog's attention.

Movement Experiences

"FROG IN THE MIDDLE"

Class Structure and Procedures

Formation: Children seated in a circle with one child in the center

Directions: One child is seated on the floor with her legs under her. The other players form a ring around her. They then lightly pull her about and give her little pushes. She (center person) must try to catch one of the circle children without rising from the floor.

The child who is caught takes the middle, and the Frog joins the circle.

Learning Competencies

Psychomotor - Student will use locomotor and non-locomotor skills to play this game.

Affective - Student will work in a cooperative situation.

HOP SCOTCH

Grades: Primary

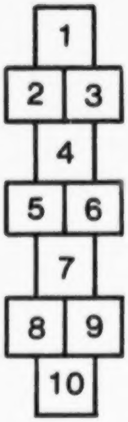
Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. One small throwing object for each student involved
2. A diagram figure drawn on a flat surface

Introduction: Games of hopping and jumping through a diagram came to the United States from many countries including Bolivia, Germany, France and Yugoslavia. Children could use this game to develop their locomotor skills as well as enhance cognitive abilities.

Movement Experiences

"HOP SCOTCH"



Class Structure and Procedures

Each player has a small flat stone, and the objective is to hop from one square to another kicking the flat stone from number to number. The first player tosses his stone into square 1, then hops into the square, kicks the stone out past the base line, and then hops out. He then tosses the stone into square 2 and follows the same procedure, moving thus all the way to square 10. He misses if (1) he lets the other foot down when hopping, (2) hops on a line, (3) fails to toss the stone into the correct square, or (4) fails to kick the stone all the way out over the base line. When one player misses, another begins his turn. Each player begins again on his next turn with the square on which he missed. The winner is the player who first completes square 10.

Learning Competencies

Psychomotor - Student will develop hopping skills.

Affective - Student will develop appreciation for games of other time periods.

REFERENCE: Worldwide Games and Dances, International Council of Health, Physical Education and Recreation, Washington, D.C. 1976 - Page 21

PE/COLONIAL GAMES: Hop Scotch, by Mark Harvey

HUNT THE SLIPPER

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: One tennis shoe or any discarded shoe

Introduction: Hunt the Slipper is a very old game that many of the Colonial children's parents played when they were children.

Movement Experiences

"HUNT THE SLIPPER"

Class Structure and Procedures

Formation: a seated circle

Directions: The players seat themselves in a circle on the floor, having chosen one of their number to remain outside the circle. The children seated on the floor are supposed to be cobblers (shoemakers), and the one outside is the customer who has brought the shoe to be mended. He/She hands it to one of them saying,

"Cobbler, cobbler, mend my shoe,
Get it done by half past two."

The cobblers pass the shoe around to each other as quickly as they can, taking care that the customer does not know which of them has it. When the customer comes to get it he/she is told that it is not ready. He/She pretends to get angry and says I will take it as it is. He/She must then try to find it. The cobbler who has it must try to pass it on to his neighbor without it being seen by the customer. The person who has the shoe when it is found must become the customer, while the customer takes his/her place in the circle on the floor.

Learning Competencies

Psychomotor - Student will develop skills in passing and hunting.

Cognitive - Student will be able to learn and appreciate a game from another period.

REFERENCE: The Home Library of Entertainment Instruction and Amusement, Thomas Sheppard Meed, 1902 - Washington, D.C.

LEAP FROG

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: None

Introduction: Leap Frog is a vigorous jumping activity that was highly played by Colonial children. It is a game that provided a great deal of physical activity without requiring any specialized equipment. It was also considered to be a test of ones personal jumping abilities.

Movement Experience

"LEAP FROG"

Class Structure and Procedures

Formation: Single line

Directions: One player stoops as low as he can and tucks his head in close to his body immediately followed by a second player who takes a running leap over the first player while putting his hands on the stooping player's back to provide support. When he has completed the jump he will take three additional steps and stoops down. The third player then leaps over the other two players who will remain stooping. This process will continue until each child in the line has had the opportunity to jump the other students.

Learning Competencies

Psychomotor - Student will be able to jump over stationary objects.

Cognitive - Student will be able to relate frog movements to his/her movements.

Affective - Student will develop an appreciation for games of another time in history.

References: The Home Library of Entertainment Instruction and Amusement. W.E. Scull, 1902 P. 309.

THE WOLF AND THE SHEEP

Grades: Primary

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: None

Introduction: The Wolf and the Sheep game was believed to have been played by slave children during the Colonial period. These were opportunities for the players to run, dodge and express themselves through creative means. They also played this game with children of the owners of the plantation as well.

Movement Experiences

"THE WOLF AND THE SHEEP"
(African Slave Game)

Also known as Sheep, Sheep Come Home

Players - Unlimited

Playing area: Outdoors or indoors, in a space approximately 50 feet by 100 feet.

Class Structure and Procedures

One child is designated as the wolf and stands at one end of the playing area, which is the home of the sheep. All the children are sheep and stand at the other end of the playing area. Players repeat the following dialogue:

Wolf: "Sheep, sheep, its time to come home."

Sheep: "No, no, we're afraid to come home."

Wolf: "Why, Sheep?"

Sheep: "Because of the wolf."

Wolf: "You've been out a long time. It's time to come home now."

On the word "now" all the sheep try to get home without being tagged by the wolf. Those who are caught become wolves and the game is repeated. The sheep who is not caught is the winner of the game. There should be a marked boundary line for the home of the sheep and once the sheep have passed this boundary they cannot be tagged.

Learning Competencies

Psychomotor - Student will be able to run and dodge the tagging person or tag the running individual.

Cognitive - Student will be able to understand the rules of the game as well as understand the boundary restriction.

Affective - Student will be able to appreciate games of another period.

REFERENCE: Worldwide Games and Dances, International Council of Health, Physical Education and Recreation, Washington, D.C. 1976 - P. 21.

CRICKET BALL

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. 5-inch playground ball
2. 3-inch wiffle ball
3. 2 wide bats or paddles
4. 2 batter tees, batting posts or traffic cones to set small balls upon

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Introduction: A review of history indicates that Cricket was played in all lands in which Englishmen have settled. The most advanced state of the sport was played in Philadelphia. It was probably played during the breaks in the Constitutional convention.

Movement Experiences

"CRICKET BALL"

Class Structure and Procedures

Formation: Teams of two. First team of two is at bat. Second team pitches and catches. All other teams are in field positions within oval playing area. Players rotate from batting team to a field position. Fielders move to pitchers and catchers, pitchers and catchers to batters.

Description: The objective of this game is for the batters to hit a pitched ball into the field and exchange places at the batting tee at either end of the field before the fielders can dislodge the wiffle which is sitting on the batting tee. A run is scored each time the batters successfully reach the other base. A batter from Team 1 and a pitcher-catcher from Team 2 stand at the base or batting tee at opposite ends of the field. A pitcher-catcher throws the ball at the batting post at the opposite end of the field. The batter tries to keep the ball from hitting the post by batting it. If he hits it, both batters run to their opposite base, bats in hand, and try to hit the base with the bat before the fielders retrieve the ball and throw it at the base, trying to dislodge the wiffleball. If they reach the base successfully, a run is scored. If the ball is dislodged before they reach it, an out is scored and all players rotate. Batters remain at bat until an out is made. Batters may run on a bad pitch or continue scoring runs if a fielder makes a bad throw and the ball goes out of the playing area and has to be retrieved. If the ball is not hit by the batter or it does not dislodge the wiffleball, the pitcher-catcher then pitches to the batter at the other end of the field. Batter is out when: a pitched ball dislodges the wiffleball; a fly ball is hit and caught, a fly ball goes outside the playing area, a fielder throws the ball and dislodges the wiffleball, or a batter accidentally knocks the ball off the base. A ground hit out of the playing area scores 2 runs (automatically).

Variations: Ball may be struck by the hand rather than batted. Game may be played indoors and out. Walls may be designated as out of bounds.

Learning Competencies

Psychomotor - Student will develop throwing, batting, catching and running skills.

Cognitive - Student will develop thinking skills needed to play this game successfully by understanding the rules and strategy needed.

Affective - Student will appreciate a game that was played at another time and place.

DIAMOND SOCCER

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

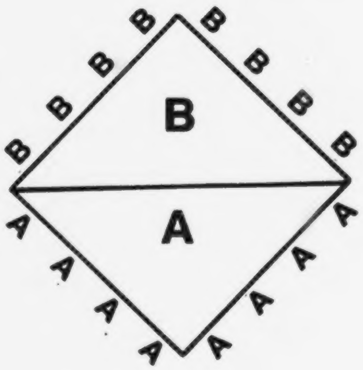
Materials Needed: One soccer ball for each diamond

Introduction: Various games of "football" were played by people from several different countries including Native Americans. However, the English were well known for their love of rough and tough activities during the Colonial period and this game was quite appropriate to meet their needs.

Movement Experiences

"DIAMOND SOCCER"

Players - 9 + 12 per team with an even number on each team



Class Structure and Procedures

Formation: Two teams line up as indicated in the diagram.

Procedure: The players nearest the middle line from each team come out to the center of their playing area. The leader rolls the ball into the center. The two players from each side try to kick the ball below waist level out of the diamond of their opponent's half of the court. The players on the outside lines try to block the ball and kick it back to their inside players. When the ball goes over the outside lines below waist level, a point is awarded the team kicking it out. Inside players take a position on either side of the far end of their half of the diamond. All others rotate one position. The team which was scored against puts the ball in play again. One point is awarded the opposite team when a player touches the ball or kicks it above waist level.

Learning Competencies

Psychomotor - Student will develop skills in kicking, trapping, blocking & passing.

Cognitive - Student will develop an understanding of the rules and strategies used in playing the game.

Affective - Student will develop an appreciation for a game that was played during another time in history.

MEDICINE LODGE

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

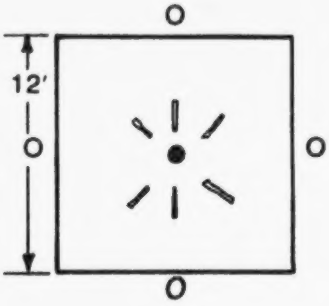
Materials Needed: Six sticks, marked area

Introduction: History has it that Indian boys played this game during the Colonial period. There was another game much like this that was played by Colonial children. It was called "Stealing Sticks". It is strongly believed that the latter game was based on the elements of Medicine Lodge.

Movement Experiences

"MEDICINE LODGE"
(A Plains Indian Game)

Groups of 7 to 12 players. This game was known as "Stealing Sticks" by the early Americans.



• = Medicine Man
o = attackers
▮ = sticks

Class Structure and Procedures

Procedure: A square 12 feet in diameter is marked on the floor or ground. This square is the Medicine Lodge. The challenger, playing the role of a medicine man, stands in the center of the lodge. He guards six sticks each about 10 inches long and 1-1/2 inches in diameter. They can be painted white. These sticks are laid separately in a circle around the medicine man, each one about 2 feet away from him. From 4 to 6 contestants surround the lodge. When a chief gives the "Attack" signal, each player tries to secure a stick without being touched on the hand by the Medicine Man. Only one stick at a time may be taken, and the contestant taking it is not safe until he has escaped without being touched on any part of the body by the defender of the sticks.

Learning Competencies

Psychomotor - Student will develop the ability to dodge and feint while performing locomotor skills.

Cognitive - Student will understand the skill needed to outsmart the Medicine Man and get the sticks.

Affective - Student will appreciate a game that is taken from another time and place.

REFERENCE: MacFarlan, Allan and MacFarlan, Paulette; Handbook of American Indian Games, Dover Publications, Inc., New York 1985. P. 227.

ONE PEBBLE GAME

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: One pebble for each child

Introduction: One Pebble was a very popular game with Indian children during the Colonial period. They would play this game with a great deal of speed and enthusiasm. The elders of the tribe also enjoyed playing the game of One Pebble.

Movement Experiences

"ONE PEBBLE GAME"
(Colonial Indian Game)

2 to 6 players in a group.

NOTE: The early settlers also referred to this game as "school" and the children who successfully guessed the right hand were allowed to advance in grade. The first person to reach the "eighth" grade would become the new teacher. This was usually played on an embankment or stairs.

Class Structure and Procedures

This game is played by two students sitting facing each other. Each will have a small round pebble or similar object 3/4 inch in diameter, and will take turns passing it from hand to hand in front of them. They might conceal it in one hand, while humming a monotonous tune to disconcert and throw the other player off balance. The guesser must point to the hand which he believes contains the pebble. That hand must be instantly opened and if the guesser is wrong, the other player will have another turn. When the guess is correct, the guesser will take over. The game is played until a predetermined number of wins have been achieved.

Learning Competencies

Psychomotor - Student will develop the ability to move hands quickly under controlled circumstances.

Cognitive - Student will develop the ability to read basic motor patterns of other students controlling an object.

Affective - Student will appreciate a game of another period of our history.

REFERENCE: MacFarlan, Allan and MacFarland, Paulette. Handbook of American Indian Games, Dover Pulbications, Inc., New York 1985. P 202.

PIE KALAH

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: One stone (small enough to be hidden in a hand)

Introduction: Pie Kalah was most likely played by both slave and settler children alike. This game is still popular in many urban areas where it is known as "School".

Movement Experiences

"PIE KALAH"
(African Slave Game)

6 to 12 players per game, several games may be played at the same time.

Class Structure and Procedures

Procedures: The players are divided into two teams spaced about six feet apart. Each team will select a leader. Team A is given a stone. The members of the team move close together, and the stone is placed in the hand of one of the team members. They then sing:

AH! Pie ma yan ma kalah
AH! Sa ma kalah gbon whala
Yah! Hail, Yaah! Gay lay, gay la.

On the last words, they hold out their arms at full length, with hands closed. The leader of team "B" says loudly, "To Kalah" (hand me the stone). Someone from team "A" then guesses which hand holds the stone. If his/her guess is correct, the stone is given to team "B"; if he/she misses, team "A" hides the stone again and team "B" guesses again. After an agreed upon length of time, the team with the most correct guesses wins.

Learning Competencies

Psychomotor - Student will develop ability to move arms quickly and in a concealing manner.

Cognitive - Student will develop ability to recognize visual cues that will determine who has the pebble.

Affective - Student will develop an appreciation for a game of another time and place in history.

15 B) Colonial Rhythms

PHYSICAL EDUCATION/COLONIAL RHYTHMS: TABLE OF CONTENTS

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SUSAN'S GAVOTTE
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CHILDREN'S POLKA

Grades: Primary

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials Needed:
1. Record or taped music: Records Lloyd Shaw E-3; Hoctor HLP-4026; Folkcraft 1187 .
2. Record player or tape player

FACILITY NEEDS:
1. Large space free of obstacles, such as:
   a. an all purpose room
   b. a gymnasium
   c. a large hallway
   d. a playground

Introduction: Children's Polka is a very basic dance that represents one of the many German children activities that were brought to America during the Colonial period. Please note that this dance does not involve the use of a polka step.

Movement Experience

"CHILDREN'S POLKA"
(German)

Class Structure and Procedures

Formation: Double circle partners facing.

Measures	Action
1 - 2	Take two step-draw steps toward the center of the circle, ending with three steps in place.
3 - 4	Take two step-draw steps away from the center, ending with three steps in place.
5 - 8	Repeat the pattern of measures 1-4
9	Slap own knees once with both hands; clap own hands once.
10	Clap both hands with partner three times.
11 - 12	Repeat the pattern of measures 9-10
13	HOP, placing one heel forward, and shake the forefinger at partner 3 times.
14	Repeat the "Scolding" pattern with the other foot and hand.
15 - 16	Turn once around in place with four running steps and stamp three times in place.

Learning Competencies

Psychomotor - Student will be able to coordinate several motor patterns in a coordinated manner.

Cognitive - Student will understand the draw-step.

Affective - Student will be able to work cooperatively with others.

CHIMES OF DUNKIRK

Grades: Primary

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials Needed:
1. Record or taped music: Records - Hoctor HLP 4026; Folkcraft 11; Shaw E-7, E-21
2. Record player or tape player

FACILITY NEEDS:
1. Large space free of obstacles such as:
    - a. an all purpose room
    - b. gymnasium
    - c. large hallway
    - d. playground

Introduction: Chimes of Dunkirk is a very simple dance activity that Colonial children probably danced after seeing similar activities performed by their elders. In colonies where dance was permitted the children would perform this type of dance at various town gatherings.

Movement Experience

"CHIMES OF DUNKIRK"
(France - Belgian)

Class Structure and Procedures

Formation: Double circle, partners facing.

Directions

Measures
1 - 2 Step three times in place right-left-right.
3 - 4 Clap hands three times above the head (chimes in the steeple).
5 - 8 Turn with partner by linking right elbows, taking four steps back to original places. On the next four counts the outside person moves one person to the left with four steps.

Repeat the sequence from the beginning.

Learning Competencies

Psychomotor - Student will be able to turn in a small circle with a partner.

Cognitive - Student will learn a dance from the Colonial period.

Affective - Student will be able to work cooperatively with another student to accomplish a common goal.

LITTLE SALLY WATERS

Grades: Primary

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials Needed: None

Introduction: Little Sally Waters is a very simple singing game that Colonial children played without supervision or direction. The game was quite popular in England and was brought to America by the early colonists. Children were not allowed to play this or most other games on Sunday because of the strict religious convictions of their elders.

Movement Experience

"LITTLE SALLY WATERS"

Class Structure and Procedures

Single circle with hands joined. Choose a person to be "IT". "IT" sits in the center of the circle & covers his/her face with their hands. The other children will walk around the circle counter-clockwise as they sing:

Verses

1. Little Sally Waters
Sitting in the Sun
Crying and weeping
For a young man.

When children start singing the first line of the second verse, "IT" goes to the circle and selects a partner who joins him/her in the center.

2. Rise, Sally, rise
Wipe your weeping eyes
Fly to the East
Fly to the West
Fly to the one you love best.

The original "IT" leaves the center and joins the circle. The game continues with the newly selected person in the Center. Repeat the entire dance selecting a new "IT" each time the second verse is sung.

Learning Competencies

Psychomotor - Student will be able to walk in a circle formation while singing.

Cognitive - Student will be able to sing the verses of the singing game. Student will learn a game from the Colonial period.

Affective - Student will learn to work with others to accomplish a common goal.

LOOBY LOO

Grades: Primary

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials Needed:
1. Record or taped music: Records - Columbia 10008 D, Folkcraft 1184; Hoctor HLP 4026
2. Record player or tape player

FACILITY NEEDS:
1. Large space free of obstacles

Introduction: Looby Loo is an English Folk dance that provided young children the opportunity to develop body awareness through music and movement. The children of Colonial America would spend much free time playing this game both at school and at home.

Movement Experience

"LOOBY LOO"
(English)

Chorus

Here we dance looby loo
Here we dance looby light
Here we dance looby loo
All on a Saturday night.

Verses

1. I put my right hand in,
I take my right hand out,
I give my right hand a
shake, shake, shake,
And turn myself about. Oh!

2. I put my left hand in, etc.

3. I put my right foot in, etc.

4. I put my left foot in, etc.

5. I put my head way in, etc.

6. I put my whole self in, etc.

Class Structure and Procedures

Formation: single circle, all facing clockwise.

Direction

The chorus is repeated before each verse. During the chorus all children skip around the circle to the right. On the verse part of the dance, the children stand still, face the center, and follow the direction of the words. On the words "and turn myself about", they make a complete turn in place and get ready to skip around the circle again.

Learning Competencies

Psychomotor - Student will be able to skip in a circle and perform various body awareness activities.

Cognitive - Student will become aware of different body parts and be able to move them on command and in time with the music.

Affective - Student will work in relationship to others in a cooperative effort.

ON THE BRIDGE OF AVIGNON

Grades: Primary

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials Needed:
1. Record or taped music: Record references - Folkcraft 1191; Lloyd Shaw E-3
2. Record player or tape player

FACILITY NEEDS:
1. Large space free of obstacles as one would find in:
   a. an all purpose room
   b. a gymnasium
   c. a large hallway
   d. a playground

Introduction: On The Bridge of Avignon is a French singing game that was probably brought to this country during the latter part of the 18th century. This game provided an excellent opportunity for children to imitate the adults of their society and examine roles they would someday assume.

Cognitive - Student will become aware of different body parts and be able to move them on command and in time with the music.

Movement Experience

"ON THE BRIDGE OF AVIGNON"
(French)

Chorus
On the bridge of Avignon
They are passing, they
are dancing;
On the bridge of Avignon
They are dancing in a ring.

Verse 1
Gentlemen all do this way.
Then they all do this way.

Repeat Chorus

Verse 2
Ladies all do this way,
Then they all do this way.

Repeat Chorus

Verse 3

Soldiers all do this way,
Then they all do this way.

Repeat Chorus

Verse 4

Girls all do this way,
Then they all do this way.

Repeat Chorus

Verse 5

Boys all do this way,
Then they all do this way.

Repeat Chorus

Class Structure and Procedures

Formation: Double circle facing counter-clockwise, inside hands joined.

Chorus Action

Measures
1 - 8 All skip counter clockwise facing forward and singing.

Verse 1 Action

1-2 Partners face each other and with great mimicry make an elaborate bow.
3 - 4 All move one place right to a new partner and repeat bow.

Verse 2 Action

1 - 2 Partners face and curtsy, the boys holding their trousers out, pretending to be girls. This should be done with much exaggeration.
3 - 4 All move one place right to meet a new partner and repeat curtsy.

Verse 3 Action

1 - 2 Salute each other
3 - 4 Move to a new partner.

Verse 4 Action

1-2 Girls either dance or sway
3 - 4 Move to a new partner.

Verse 5 Action

1 - 2 Stick hands behind the ears and wiggle them.
3 - 4 Move to a new partner

NOTE: There is one additional repeat of music for teachers to improvise their own action. Teachers may also want to have children locate Avignon, France on a map.

Learning Competencies

Psychomotor - Student will be able to skip and mimic in tune with the music.

Cognitive - Student will be able to translate ideas regarding actions into movement patterns.

Affective - Student will develop an appreciation of others while working in a cooperative situation.

MINUET DANCE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. Record or taped music
2. Record player or tape player

FACILITY NEEDS:
1. Large obstacle free area such as:
    a. a gymnasium
    b. an all purpose room
    c. a large hallway
    d. a playground

Introduction: The Minuet was a highly prized French court dance that was brought to England around 1750. It was eventually brought to America, where it was mainly danced by the Southern Aristocrats of the Colonial period.

Movement Experience

"MINUET"
(French)

Class Structure and Procedures

Formation: Couples in double circle, facing counter-clockwise, with boy on left of partner; inside hands are joined at shoulder height, elbows bent. Boy keeps free hand across back at waist level, girl holds skirts lightly with free hand.

Procedure:
Measures

1 Beginning on inside foot, walk forward 3 steps (cts one, two, three).
2 Point toe of outside foot forward to floor (ct. one). Hold position (ct. two) step on outside foot (ct. three).
3 Repeat movement in Meas 2 above, pointing inside foot and stepping onto outside foot.
4 Point outside foot (ct. one) hold (ct. two, three).
5 Beginning on outside foot, walk forward 3 steps (cts one, two, three).
6 Point inside foot (ct one), hold (cts two, three).
7 Turn out - away from partner, describing a small circle in place with 3 walking steps, boys stepping right, left, right, girls stepping left, right left (cts one, two, three).
8 Facing partner, boy steps sideward left to bow, girl sideward right to curtsey.

1-8 Repeat movement in meas 1-8 above.

9 Partners face and join right hands to exchange places with three walking steps, beginning right and making a half turn clockwise.

10 Point left foot forward to floor (ct one), hold (cts two, three).

11-12 Repeat movement in meas 9-10 returning to original places.

13-16 Repeat movement in meas 9-12, joining left hands and beginning left to turn counter-clockwise.

9-16 Repeat movement in meas 9-16, substituting a step and bow (boys) and a curtsey (girls) in last measure for "step and point."

Repeat entire dance as many times as desired.

Learning Competencies

Psychomotor: Students will learn pattern of dance steps. Students will move in relationship with other students.

Cognitive: Students will learn the movements of the dance.

Affective: Students will appreciate dance of another period of history.

POP GOES THE WEASEL

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. Record or taped music: Records - Folkcraft 1329; Lloyd Shaw E-7, E-21, E-26.
2. Record player or tape player

FACILITY NEEDS:
1. Large space free of major obstacles

Introduction: Pop Goes the Weasel is a very old dance that possibly came originally from England, since it is found also in collections of English country dances. Several versions of this dance were done during Colonial times. It is performed in the square as well as the contra formation.

Movement Experience

"POP GOES THE WEASEL"
(American)

Class Structure and Procedures

Formation: sets of four couples in long ways formation. Partners facing and about four feet apart.

Directions
Measures

1 - 4 Join hands in a circle of four and circle left, once around, with eight skipping or sliding steps.

5 - 6 Take two steps forward raising the joined hands, and two steps backward, lowering the hands.

7 - 8 "Ones" pop the "Twos": under. Couples number 1 raise their joined hands to form an arch and pass the No. 2 couples under - ALL walk ahead to meet a new couple.

Repeat as desired.

Learning Competencies

Psychomotor - Student will be able to walk, skip and turn under in a dance formation.

Cognitive - Student will understand turn under and the movements needed to perform the dance.

Affective - Student will work in relationship with others to accomplish a common goal and realize importance of each person in making the groups efforts successful. Student will appreciate a dance from another period of our history.

REFERENCE: LaSalle, Dorothy, Rhythms and Dances for Elementary Schools, A.S. Barnes, 1961, P 100.

SELLENGER'S ROUND

Grades: Intermediate

Bloom Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. Record or taped music
2. Record player or tape player

FACILITY NEEDED:
1. Large obstacle free area such as:
   - a. a gymnasium
   - b. a large hallway
   - c. a playground
   - d. an all purpose room

Introduction: The Colonial settlers brought this dance with them from England, where their religious beliefs allowed dancing! They found great joy in dancing this around the Maypole.

Movement Experience

"Sellenger's Round"
(English)

Class Structure and Procedure

Formation: Single Circle, all facing in, with girls on right of partner.

Measure	
	I
1-4	All join hands and beginning left, move clockwise around the circle with 8 slip (slides) omitting close of right to left on last slip step.
5-8	With hands joined, move counter-clockwise back to places with 8 slip steps beginning right.
9-10	Beginning right move forward toward center with 2 singles.
11-12	Beginning right, move backward to place with fall back a double.
13-16	Partners face to set and turn single, beginning right.
9-16	Repeat movement in meas. 9-16 above.
	II
1-4	All join hands to move forward a double to the center and fall back a double to places, beginning right.
5-8	Repeat movement in meas. 1-4 above.
9-16) 9-16)	Repeat movement in I, meas. 9-16, 9-16

III

1-2 Partners face and side. Side: beginning right, partners exchange places with 4 running steps, passing by right shoulders and turning right to face partner on fourth step (meas 1-2). In same manner return to original places, passing by left shoulders and turning left to face partner (meas. 3-4).

5-8 Repeat movement in meas 1-4 above.

9-16) Repeat movement in I meas 9-16, 9-16
9-16)

IV

1-4 Partners face and arm with the right. Arm: partners move forward toward each other with 2 running steps hook right arms and turn clockwise once around in place with 4 running steps, and move backward to place with 2 running steps.

5-8 Partners arm with the left.

9-16) Repeat movement in I, meas. 9-16, 9-16.
9-16)

Learning Competencies

Psychomotor - Students will slide and walk with beat of music.

Affective - Students will appreciate dance of another period of history.

Cognitive - Student will learn step of new dance with new terms.

REFERENCE: Mary Wood Hinman, Gymnastic and Folk Dances, Vol III, New York: A.S. Barnes, 1930, P. 22.

SUSAN'S GAVOTTE

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. Record player or tape recorder.
2. Record or taped music. Record references: Old Timer 8070, Folkcraft 1096

FACILITY NEEDS:
1. Large space free of major obstacles.

Introduction: Susan's Gavotte is quite similar to the Gavottes that were brought to America by the early settlers. The original Gavotte has been danced for years, dating back to the 17th century. This dance was composed by Susan Gentry of Oklahoma. It has been simplified for easier teaching.

Movement Experience

"SUSAN'S GAVOTTE"

Class Structure and Procedures

Formation: Couples in a circle - going counter-clockwise.

Direction:

Measures	
	I-Walk Step
1	Beginning left, walk four steps forward.
2	Face partner and join two hands, four slides in the line of direction.
3 - 4	Repeat the actions of measure 1-2 in the reverse line of direction.
	II-Step Swing, Walk, Turn and Point
5 - 6	Beginning left, step in place, swing right foot over left, step right in place, swing left foot over right, repeat.
7	Couple position or open position. Beginning left, walk three steps forward in line of direction. Turn toward partner and point right in reverse line of direction.
8	Beginning right, repeat action of measure 7, moving in the reverse line of direction.
	III-Face to Face and Back to Back
9-10	Beginning left, one two-step facing partner and one two-step turning so that the boy and girl are back to back, progressing in the line of direction.
11-12	Repeat action of measures 9-10
13-16	Beginning left, four two-steps, turning away from partner in a small circle and meet on the last step.

Learning Competencies

Psychomotor - Students will be able to demonstrate the walk, slide and do the two-step in time with music.

Cognitive - Students will be able to learn the movements of the dance in each of the three sections.

Affective - Students will appreciate a dance from another period of our history.

REFERENCE: Horris J., Pittman, A.M., and Waller, M.S., Dance Awhile, Burgess, Minneapolis, 1977.

VIRGINIA REEL

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed:
1. Record or taped music: Record references - Folkcraft 1141, 1249; Lloyd Shaw E-12, E23
2. Record or tape player

FACILITY NEEDS: Large room free of obstacles

Introduction: The Virginia Reel is one of the early contra dances that was used in certain Colonial towns. It was not considered to be of good taste by the elite Colonial dance masters but somehow it survived and is still danced today.

Movement Experience

"VIRGINIA REEL"
(American)

Class Structure and Procedures

Formation: Six couples in a long ways set of two lines facing, the boys in one line and the girls in the other. The boy on the left on his line and the girl across from him are the head couples. The foot couple is the couple at the other end of the set.

Directions

Measures	
	I
1 - 4	Balance corners. Head boy & foot girl move forward to center, bow, and move back to places.
5 - 8	Head girl & foot boy repeat movement in meas. 1-4.
	II
1 - 4	Head boy & foot girl move forward to center, hook right arms, turn once around clockwise, & move backward to position.
5 - 8	Head girl & foot boy repeat movements in Measure 1-4.
	III
9 - 16	Repeat movements in meas. 1-8 above, hooking left arms & turning counter-clockwise.
	IV
9 - 16	Repeat movement in meas. 9-16 above, joining both hands & turning once around clockwise.

V

17-20 Do-si-do. Head boy & foot girl move forward to center, pass back to back, passing by right shoulders forward & by left shoulders backward.

21-24 Head boy & foot girl repeat movement in meas. 17-20 above.

VI

25-32 Repeat movements in V, passing by left shoulders forward & by right shoulders backward.

VII

1-4 Head couple faces & joins hands, arms extended, to move sideward to foot of set with 4 slides & back to head of set with 4 slides.

VII

5-16 Head couple hooks right arms & turns one and a half times around until boy is facing girls' line and girl faces boys' line. Boy gives left arm to second girl & swings with her half around counter-clockwise. At the same time, the head girl gives left arm to second boy & swings with him half around counter-clockwise. This is repeated down the set, the head couple alternately turning dancers in the set with the left arm & turning each other in center with the right arm until all have been turned. Upon reaching foot of set, head couple turns one and a half times around so that girl and boy are on own side of set when they join both hands to slide to top of set to original places.

IX

Cast Off Music All face top of set. Head boy turns outward to lead line of boys toward foot of set with marching steps while the head girl turns outward to lead girls toward foot of set with the same step.

X

Cast Off Music Head couple joins hands to form an arch and all couples pass through. The second couple is now at the top of the set, and the dance is repeated with this couple dancing the movement described above for the head couple.

Dance is repeated until all couples have been at the head of the set.

Learning Competencies

Psychomotor - Student will become more skillful in performing turns. They will move in time and under control of the music.

Affective - Student will appreciate the dances of Colonial period.

Cognitive - Student will understand the basic sequence of the Virginia Reel so that it can be done with little effort directed toward remembering the steps of the dance.

16) Music

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PREAMBLE BEAT
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THE VIRGINIA PLAN

MUSIC - INTRODUCTION

The American colonists in the 1800s were practitioners of Western music; the music of people of European ancestry.

Music can be divided into two primary types: classical and popular. the classical stemmed from its European origins. In the 18th Century, enjoying music was a pastime of the wealthy. Rich people had bands, and even orchestras of their own. Most 18th Century musicians worked for an employer, a church official or a nobleman. Free-lance musicians accepted commissions on a fee basis. The minuet was the favored dance of aristocrats. Some of the most famous classical European composers of the 18th Century include Johann Sebastian Bach, Antonio Vivaldi, George Frederic Handel, Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.

Popular music of the 18th Century colonies included folk music, the traditional songs of a people. Most folk songs originated in rural communities where one person would make up a song, others would hear it and then learn to sing it.

Most American folk songs are in stanza form. Each verse alternates with a chorus. The verses tell the story, and the chorus remains the same.

Folk songs are often ballads, telling stories of specific occupations or activities. Others are for games or entertainment. The hallmarks of American folk music are humor and emotional strength.

American Indian songs have had an impact on folk music as well. Music and dance played an important part in Indian religious ceremonies and tribal rituals. Most American Indian music consists of singing accompanied by rattles or drums.

Country music was another form of popular music. It was derived from the folk music of rural whites of the south and from other traditional American music. It was played from improvisation or memory.

Hymns were songs of praise to God or a great hero. Most were originally written as poems and later set to music. Black slave spirituals fell under this category.

NOTE: Although much of the traditional patriotic music we are familiar with today was not written during the 18th Century, all of it is appropriate for use within this curriculum.

MUSIC: Introduction, by Bev Trefny

DELEGATE RHYTHMS

Grades: Primary

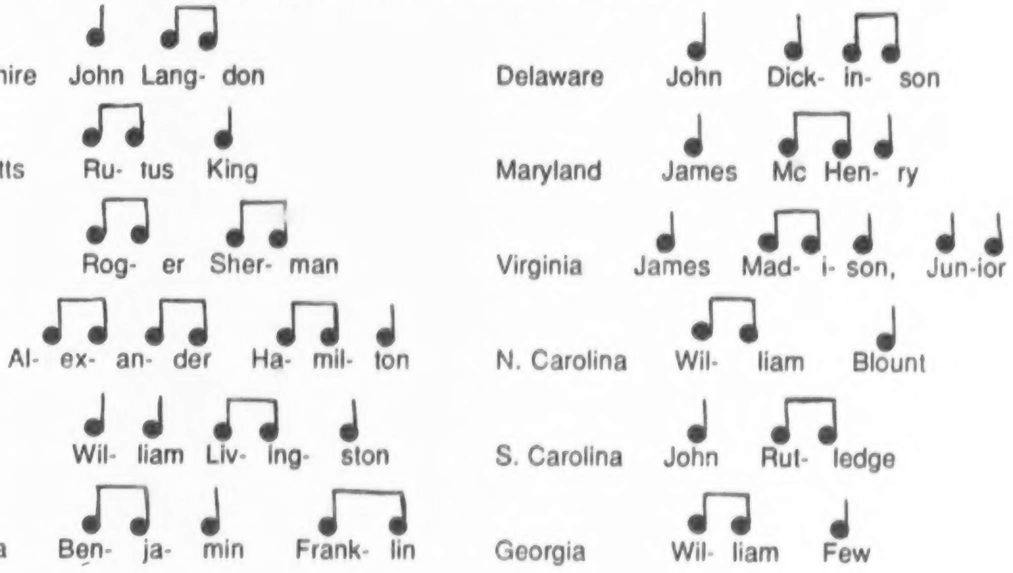
Bloom Levels: Comprehension, Application

Materials Needed: Charts or chalkboard

Introduction: This activity is designed to help students become more familiar with the writers of the Constitution through a rhythmic clapping exercise. Teachers may participate in the activity initially but should encourage students to try this on their own.

Clap out a rhythm while saying the names of each delegate. Ask children which delegates they are familiar with. As the year progresses more information might be learned about the delegates. Individual cards can be made to include the name of a delegate on one side and the rhythm on the opposite side. Group the cards in sets based on similarities or differences in their rhythm patterns. Play a game of clapping a rhythm and guessing the name clapped.

DELEGATE RHYTHM GAME EXAMPLES



New Hampshire	John Lang- don	Delaware	John Dick- in- son
Massachusetts	Ru- fus King	Maryland	James Mc Hen- ry
Connecticut	Rog- er Sher- man	Virginia	James Mad- i- son, Jun-ior
New York	Al- ex- an- der Ha- mil- ton	N. Carolina	Wil- liam Blount
New Jersey	Wil- liam Liv- ing- ston	S. Carolina	John Rut- ledge
Pennsylvania	Ben- ja- min Frank- lin	Georgia	Wil- liam Few

MUSIC: Delegate Rhythms, by Mary Ellen Hitchins

PREAMBLE BEAT

Grades: Primary, and/or Intermediate

Bloom Levels: Comprehension, Application

Materials Needed: Preamble to the Constitution

Introduction: Students can memorize sections of literature easily when the literature is put to a beat. The Preamble to the Constitution is an example of this idea and is fun to do!

1. Read the Preamble to the Constitution out loud. Then read it with students clapping a beat. Which is easier? Let students try their own ways of clapping a beat or rhythm to the Preamble.

The Preamble of the United States Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

MUSIC: Preamble Beat, by Mary Ellen Hitchins

BALLADS

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Examples of ballads - both primary and intermediate; notepaper and pencils; books on the events surrounding the Constitutional Convention

---

Introduction: Ballads are a continuing part of our history. Political and historical events are often put in song form. These songs are transmitted orally and often are changed to fit the local environment.

Discuss ballads. Why are they so important? Are ballads still used to comment on historical and political events? How are they usually written? Sung?

1. Have students read about and discuss different events that happened during the Constitutional Convention.

2. Let students experiment with writing ballads based on a chosen historical event during the late 1700s.

3. Work with students to create melodies for their ballads.

4. Have students perform their ballads for themselves and for other students.

5. Send your ballads to another school. Have them change the ballads slightly and send them back to you. Did you approve of the changes? Did the changes seem to fit the area where the other students lived?

CONSTITUTION RHYTHMIC PLAY

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis

Materials Needed: Handout: "Constitution Rhythmic Play"

Introduction: The following is a word play on events from the Constitutional Convention. For other ideas use the book, Shh, We're Writing the Constitution, by Jean Fritz.

---

1. Perform the rhythmic word play. The word play can be done in unison or with two groups. Ask students for their knowledge about different events that happened during the Constitutional Convention.

2. Let students come up with their own rhythmic word plays on events at the Constitutional Convention.

MUSIC: Constitution Rhythmic Play, by Mary Ellen Hitchins

CONSTITUTION RHYTHMIC PLAY

I.	II.
Con-sti- tu-tion Con-sti-tu-tion	One na-tion One na-tion
Sover-eign States!	One na-tion
Phil-a-del-phia	Con-ven-tion Con-ven-tion
Se-cret lock (soft)	Win-dows closed (soft)
Hot Hot (loud)	Phew! Smell! (loud)
Small talk	Large talk
North South	No talk!

I.	II.
Great Com- pro- mise	Bill of Rights
Leg- is- la- tive	Ex- ec- u- tive
Ju-di-cial Ju-di-cial	Checks and Bal- an- ces
Done!	Home!

MUSIC: Constitution Rhythmic Play, by Mary Ellen Hitchins

STAR SPANGLED BANNER

Grades: Intermediate

Bloom Levels: Comprehension, Application, Analysis, Synthesis, Evaluation

Materials Needed: Copy of song, "Star Spangled Banner"; resource materials (books, filmstrips and recordings) on the "Star Spangled Banner"

Introduction: Although the "Star Spangled Banner" does not historically "fit" the time frame of the Constitutional Convention, the song has a very valid place in this curriculum. The principles of freedom, equality, justice, and democracy were the inspiration for this song. The "Star Spangled Banner" is an historical ballad. Because this song is difficult to sing, it is often neglected as part of a music curriculum.

---

1. Listen to or read all of the verses of the "Star Spangled Banner." What kind of story does the writer seem to be telling? Try singing the song.

2. If possible, watch a filmstrip or read historical background information on the writing of the "Star Spangled Banner." How is the historical situation reflected in the words of the song?

3. How does the "Star Spangled Banner" relate to the ideas of freedom, equality, justice, and democracy? Let students discuss their ideas in small groups.

4. How do students feel when they hear the "Star Spangled Banner?" When do they hear it? Sing all the verses of the song.

5. Has studying the "Star Spangled Banner" influenced how you feel about the song when you sing it now? (Discussion)

6. Would the song have had a different historical meaning if it had been written before the Revolutionary War?

MUSIC: "Star Spangled Banner," by Mary Ellen Hitchins

THE VIRGINIA PLAN

Grades: Intermediate

Bloom Levels: Comprehension, Application

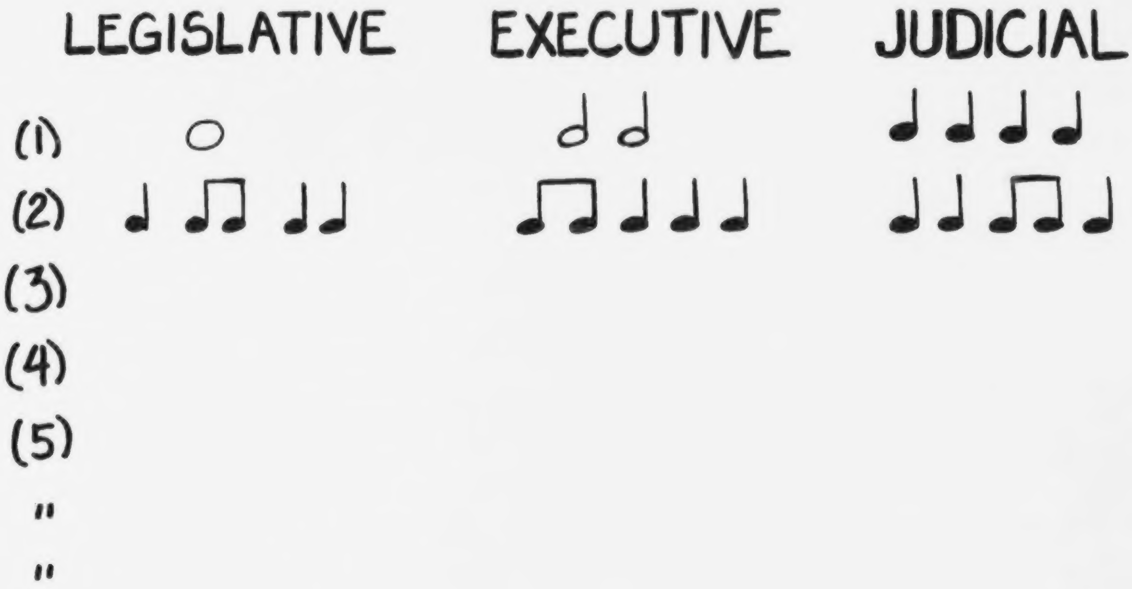
Materials Needed: Copy of chart provided

Introduction: The Virginia **Plan** of government was introduced by Edmund Randolph. In the Virginia Plan, each branch of government had a different but equally important task.

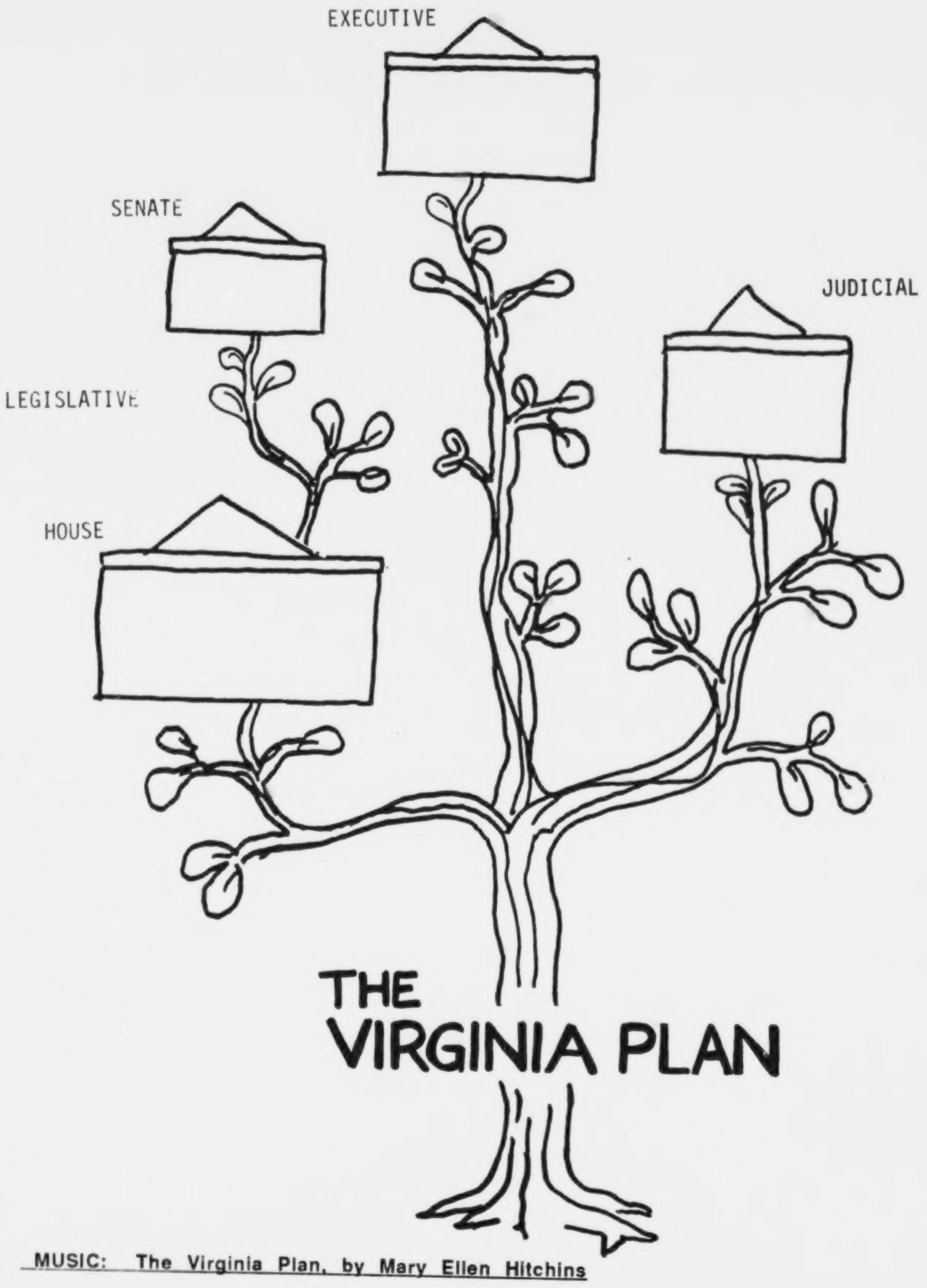
Use the drawing of the Virginia Plan, modified to show simple but equal note valuations and rhythms for each branch of government. The task is to develop more examples of equal value for each branch. Remember, the House and Senate must split a rhythmic figure to match the other branches. Use another sheet of paper or the back of the Virginia Plan to record the answers. Remember, each branch must have an equal number of beats for each example.

This lesson can be used for almost any musical concept. The branches of government need to remain separate but equal.

ANSWERS



MUSIC: The Virginia Plan, by Mary Ellen Hitchins


EXECUTIVE
SENATE
JUDICIAL
LEGISLATIVE
HOUSE
THE VIRGINIA PLAN

MUSIC: The Virginia Plan, by Mary Ellen Hitchins

17) Bibliography

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Format: booklet **Suggested Grade Level:** 5-12
Author:
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Format: Magazine **Suggested Grade Level:**
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Format: resource guide **Suggested Grade Level:** adult
Author: Howell, James C.
Publisher: Office of Juvenile Justice and Delinquency Prevention **Copyright:**
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Format: book **Suggested Grade Level:** 6-12
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Publisher: **Copyright:** 1970
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Format: workbook **Suggested Grade Level:** 5-12
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Author:
Publisher: Classroom Classic **Copyright:**
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Format: textbook **Suggested Grade Level**: 6-12
Author: Suter, Coral, and Croddy, Marshall
Publisher: Constitutional Rights Foundation **Copyright**: 1986
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Title: American Family of the Colonial Era- Paper Dolls in Full Color
Format: paper dolls **Suggested Grade Level**: K-6
Author: Tierney, Tom
Publisher: Dover Publications, Inc., **Copyright**: 1983
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Price: **ISBN #**:

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Format: book **Suggested Grade Level**: 1-4
Author: Wise, William
Publisher: Parent's Magazine Press **Copyright**: 1975
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Format: picture book **Suggested Grade Level:** K-6
Author:
Publisher: Mike Roberts Color Productions **Copyright:** 1975
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Price: **ISBN #:**

Title: American Revolution, The
Format: book **Suggested Grade Level:** 5 - 6
Author: Guyatt, John
Publisher: Greenhaven Press, Inc. **Copyright:** 1980
Ordering Info: 577 Shoreview Park Road, St. Paul, MN 55112
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Title: American Revolution, The
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Author: Bliven, Bruce, Jr.
Publisher: Landmark Books **Copyright:** 1958
Ordering Info: Random House, New York
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Format: computer **Suggested Grade Level:**
Author:
Publisher: Scholastic, Inc. **Copyright:** 1987
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Price: $79.95 **ISBN #:**

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Publisher: MacMillan Co **Copyright:** 1970
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Publisher: Peter Pauper Press, Inc **Copyright**:
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Author: D'Aulaire, Ingir
Publisher: Doubleday and Co. **Copyright**: 1950
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Author: Bocksom, Claudia
Publisher: Troubador Press, San Francisco, subsidiary of Price/Stern/Sloan **Copyright:** 1984
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Format: book **Suggested Grade Level:** K-6
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Format: textbook **Suggested Grade Level:** 7-12
Author: McKay, Susan
Publisher: Scholastic, Inc. **Copyright:** 1984
Ordering Info: 730 Broadway, New York, New York 10003
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Format: book **Suggested Grade Level:** 6-12
Author: Cox, Archibald
Publisher: Harvard University Press **Copyright:**
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Format: book **Suggested Grade Level:** 3-6
Author: Tunis, Edwin
Publisher: World Publishing, Co. **Copyright:** 1957
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Price: **ISBN #:**

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Format: activity book **Suggested Grade Level:** K-3
Author: Bethell, Jean, and Axtell, Susan
Publisher: Colonial Williamsburg Foundation **Copyright:** 1984
Ordering Info: Williamsburg, Virginia
Price: **ISBN #:**

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Format: activity book **Suggested Grade Level:** K-6
Author: Fortunato, Pat
Publisher: Colonial Williamsburg Foundation **Copyright:** 1982
Ordering Info: Williamsburg, VA
Price: $2.95 **ISBN #:**

Title: Coloring Book of the 13 Colonies, A
Format: coloring book **Suggested Grade Level:** K-6
Author: Knill, Harry
Publisher: Bellerophon Books **Copyright:** 1985
Ordering Info: 36 Ancapa St., Santa Barbara, CA 93101
Price: $3.50 **ISBN #:**

Title: Coloring Book of Thomas Jefferson's Monticello
Format: coloring book **Suggested Grade Level:** K-6
Author: Erkel, Michael
Publisher: The Welkin Publishing Company **Copyright:** 1984
Ordering Info: Charlottesville, VA
Price: **ISBN #:**

Title: Concise Illustrated History of the American Revolution
Format: picture book **Suggested Grade Level:** K-6
Author: Cullen, Joseph P.
Publisher: Eastern Acorn Press **Copyright:** 1972
Ordering Info: National Historical Society, Box 8200, Harrisburg, PA 17105
Price: **ISBN #:**

Title: Constitution - Evolution of a Government, The
Format: posters **Suggested Grade Level:** K-12
Author:
Publisher: National Archives **Copyright:**
Ordering Info: Sirs, Inc., Publishers, P.O. Box 2507, Boca Raton, FL 33427
Price: **ISBN #:**

Title: Constitution - teacher
Format: simulation **Suggested Grade Level:** 4-12
Author: Constitution - student/teacher manual
Publisher: Interact Company **Copyright:** 1974
Ordering Info: P.O. Box 262, Lakeside, CA 92040
Price: **ISBN #:**

Title: Constitution -Yesterday, Today, and Tomorrow, The
Format: Teaching Guide/Manual **Suggested Grade Level:** 4-6
Author: Feinberg, Dr. Barbara Silberdick
Publisher: Scholastic Inc. **Copyright:** 1987
Ordering Info: Scholastic Text Division, 730 Broadway, New York, NY 10003
Price: **ISBN #:**

Title: Constitution and Early Republic, The- teacher's guide/resource handbook
Format: activities **Suggested Grade Level:** K-6
Author: Chaplian, Dr. O. Stuart
Publisher: Fairfax County Public Schools **Copyright:** 1985
Ordering Info: Office of Curriculum Services, Fairfax County Public Schools, Virginia
Price: **ISBN #:**

Title:
Constitution and the Community: Resource for Planning Humanities-Based Programs on the US Constitution
Format: reference **Suggested Grade Level:** adult
Author: The National Federation of State Humanities Councils
Publisher: The National Federation of State Humanities Councils **Copyright:** 1984
Ordering Info: 12 South Sixth Street, Minneapolis, MN 55402
Price: **ISBN #:**

Title: Constitution and the Early Republic, The
Format: teacher's guide **Suggested Grade Level:** 5
Author: Dept. of Instructional Services
Publisher: Fairfax County Public Schools **Copyright:** 1985
Ordering Info: Dept. of Instr. Serv., Lacey Instruc'l Center, 3705 Crest Drive, Annandale, VA 22003
Price: $15.00 **ISBN #:**

Title: Constitution and the Government of the United States, The
Format: computer **Suggested Grade Level:** 5-12
Author: Abramowitz, Dr. Jack, and Uva, Kenneth
Publisher: Educational Activities, Inc. **Copyright:** 1987
Ordering Info: P.O. Box 392, Freeport, N.Y. 11520
Price: **ISBN #:**

Title: Constitution and What It Means Today, The
Format: book **Suggested Grade Level:** 6-12
Author: Corwin, Edward
Publisher: Princeton University **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Constitution Evolution of a Government, The
Format: teaching unit **Suggested Grade Level:** 9-12
Author:
Publisher: National Archives Trust Fund Board **Copyright:**
Ordering Info: SIRS, Inc., Publishers, P.O. Box 2507, Boca Raton, FL 33427
Price: **ISBN #:**

Title:
Constitution for the United States of America, Book I, II, Sec. Level Student Text and Teacher's Edition
Format: textbooks **Suggested Grade Level:** 9-12
Author: Board of Directors of the Center for Civic Education
Publisher: Center for Civic Education**Copyright:** 1986
Ordering Info: 5115 Douglas Fir Road, Suite I, Calabasas, CA 91302
Price: **ISBN #:**

Title: Constitution in the Classroom, The - teacher's guide, issue discussion guides
Format: activities **Suggested Grade Level:**
Author:
Publisher: The Jefferson Foundation **Copyright:**
Ordering Info: 1529 - 18th St., N.W., Washington, D.C. 20036
Price: $12.00 **ISBN #:**

Title: Constitution of the United States, The, Sept. 1982, Vol 3 #9
Format: magazine **Suggested Grade Level:** 3-6
Author: Cobblestone Magazine
Publisher: Cobblestone Publishing, Inc. **Copyright:**
Ordering Info: 28 Main Street, Peterborough, NY 03458
Price: $1.95 **ISBN #:**

Title: Constitution of the United States: An Introduction, The
Format: book **Suggested Grade Level:** 6-10
Author: Cullop, Floyd G.
Publisher: New American Library **Copyright:** 1969
Ordering Info:
Price. **ISBN #:**

Title: Constitution Today, The
Format: activities **Suggested Grade Level:** 8-12
Author: Koubeck, Dr. Richard F.
Publisher: Newsweek Social Studies Program **Copyright:** 1986
Ordering Info: Newsweek, Inc. 444 Madison Avenue, NY, NY 10022
Price: **ISBN #:**

Title: Constitution, The
Format: textbook **Suggested Grade Level:** 7-12
Author: Stevos, Joyce L.
Publisher: Scott, Foresman and Company **Copyright:** 1978
Ordering Info: Glenview, IL
Price: **ISBN #:**

Title: Constitution, The - teacher's /student manual
Format: workbook **Suggested Grade Level:** 7-12
Author: Currie, David P., and Stevos, Joyce L.
Publisher: Scott, Foresman and Company **Copyright:** 1985
Ordering Info: 1900 East Lake Avenue, Glenview, IL 60025
Price: **ISBN #:**

Title: Constitution: A Living Document, The
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Pathescope Educational Media **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Constitution: A Video Project
Format: video **Suggested Grade Level:**
Author:
Publisher: Agency for Instructional Technology, Box A, Bloomington IN 47402 (or call KRMA-TV, Channel 6) **Copyright:**
Ordering Info: AIT, Box A, Bloomington IN 47402 (or call KRMA-TV, Channel 6, 892-6666 in Colo)
Price: **ISBN #:**

Title: Constitution: Evolution of a Government, The
Format: posters **Suggested Grade Level:** 9-12
Author:
Publisher: National Archives and Records Administration **Copyright:**
Ordering Info: Public Programs Division, Washington, D. C. 20408
Price: **ISBN #:**

Title: Constitution: Yesterday, Today, and Tomorrow, The
Format: textbook **Suggested Grade Level:** 4-6
Author: Feinberg, Barbara Selberdick
Publisher: Scholastic Inc. **Copyright:** 1987
Ordering Info: Scholastic Text Division, 730 Broadway, New York, NY 10003
Price: **ISBN #:**

Title: Constitutional Amendments, The
Format: book **Suggested Grade Level:** 5-9
Author: Katz, William
Publisher: Watts **Copyright:** 1974
Ordering Info:
Price: **ISBN #:**

Title: Constitutional Convention, The
Format: picture book **Suggested Grade Level:** K-6
Author: McPhillips, Martin
Publisher: Silver Burdett Company **Copyright:** 1985
Ordering Info: 250 James St, Morristown, NJ 07960
Price: **ISBN #:**

Title: Consumer Law - Competencies in Law and Citizenship
Format: textbook **Suggested Grade Level:** 6-12
Author: Furlong, Mary S. and McMahon, Edward T.
Publisher: West Publishing Company **Copyright:** 1982
Ordering Info: 50 West Kellogg Boulevard, P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Convention and the Constitution, The
Format: book **Suggested Grade Level:** adult
Author: Smith
Publisher: St Martin's Press **Copyright:** 1965
Ordering Info.
Price **ISBN #:**

Title: Cornerstones of Freedom
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:** 1967
Ordering Info:
Price: **ISBN #:**

Title: Costumes
Format: book **Suggested Grade Level:**
Author: Lister, Margot
Publisher: Boston, Plays Inc. **Copyright:** 1982
Ordering Info:
Price: **ISBN #:**

Title: Courts and Trials - Law in Action Series, 2nd Edition
Format: text **Suggested Grade Level:** 3-12
Author: Riekes, Linda, and Ackerly, Sally Mahe
Publisher: West Publishing, CO **Copyright:** 1980
Ordering Info: 50 W. Kellogg Blvd., P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Crafts of Williamsburg, The
Format: picture book **Suggested Grade Level:** K-6
Author: Wamsley, James S.
Publisher: Colonial Williamsburg Foundation **Copyright:** 1982
Ordering Info: Williamsburg, VA
Price: **ISBN #:**

Title: Creating the U.S. Constitution
Format: computer **Suggested Grade Level:** 7-12
Author: Swanson, Mark
Publisher: Educational Activities, Inc. **Copyright:** 1987
Ordering Info: P.O. Box 392, Freeport, N.y. 11520, Dept. CS #DK-25046
Price: **ISBN #:**

Title: Criminal Justice, Living Law, from the Constitutional Rights Foundation and Scholastic, Rev. Edition
Format: textbook **Suggested Grade Level:** 6-12
Author: Hartz, Carl, and Novelli, Rebecca
Publisher: Scholastic, Inc. **Copyright:** 1984
Ordering Info: 730 Broadway, New York, New York 10003
Price: **ISBN #:**

Title: Decision in Philadelphia - The Constitutional Convention of 1787
Format: reference **Suggested Grade Level:** adult
Author: Collier, Christopher and James Lincoln
Publisher: Random House **Copyright:** 1986
Ordering Info: Readers' Digest Press and Random House, Inc.
Price: 19.95 **ISBN #:**

Title: Declaration of Independence
Format: picture-reference **Suggested Grade Level:** K-6
Author: Cullen, Joseph P.
Publisher: Publishing Center for Cultural Resources, Eastern National Park and Monument Association **Copyright:** 1984
Ordering Info: Eastern Acorn Press, Harrisburg, PA 17105
Price: $1.75 **ISBN #:**

Title: Defender of the Constitution: Andrew Johnson
Format: book **Suggested Grade Level:** 6-8
Author: Green, Margaret
Publisher: Julian Messner **Copyright:** 1962
Ordering Info:
Price: **ISBN #:**

Title: Declaration of Independence
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Delegate Biography Cards

Format: cards, poster **Suggested Grade Level:** 7-12
Author:
Publisher: Eastern National **Copyright:**
Ordering Info: 313 Walnut St., Philadelphia, PA 19106 Ph. 800-821-2903
Price: Cards$6.50, Poster $3.50 **ISBN #:**

Title: Do Ordain and Establish THIS CONSTITUTION for the United States of America

Format: magazine, vols 1-14 **Suggested Grade Level:** 9-12
Author: National Endowment for the Humanities, Bicentennial of U. S. Constitution
Publisher: American Historical Association, and American Political Science Assoc. **Copyright:** 1984
Ordering Info: Project '87, 1527 New Hampshire, N.W., Washington, D. C. 20036
Price: **ISBN #:**

Title: Documents of Democracy

Format: filmstrip with sound **Suggested Grade Level:**
Author: SVE Filmstrip
Publisher: Q-Ed Productions, Inc. **Copyright:** 1975
Ordering Info: Society for Visual Ed., Inc., 1345 Diversey Parkway, Chicago, IL 60614
Price: **ISBN #:**

Title: Drums at Yorktown

Format: picture book **Suggested Grade Level:** K-6
Author: Ray, Frederic
Publisher: Frederic Ray **Copyright:** 1981
Ordering Info: USA
Price: $1.50 **ISBN #:**

Title: Early American Trades Coloring Book

Format: coloring book **Suggested Grade Level:** K-6
Author: Copeland, Peter F.
Publisher: Dover Publications, Inc. **Copyright:** 1980
Ordering Info: 180 Varick St., New York, New York 10014
Price: **ISBN #:**

Title: Educating for Citizenship

Format: teaching guide/masters **Suggested Grade Level:** K
Author: Miller, Rick
Publisher: Aspen Systems Corp. **Copyright:** 1982
Ordering Info: 1600 Research Blvd., Rockville, MD 20850
Price: **ISBN #:**

Title: Educating for Citizenship

Format: teaching guide **Suggested Grade Level:** 1
Author: Miller, Rick
Publisher: Aspen Systems Corp. **Copyright:** 1982
Ordering Info: 1600 Research Blvd., Rockville, MD 20850
Price: **ISBN #:**

Title: Educating for Citizenship
Format: teaching **Suggested Grade Level:** 2
Author: Miller, Rick
Publisher: Aspen Systems Corp. **Copyright:** 1982
Ordering Info: 1600 Research Blvd., Rockville, MD 20850
Price: **ISBN #:**

Title: Educating for Citizenship
Format: teaching guide/masters **Suggested Grade Level:** 4
Author: Miller, Rick
Publisher: Aspen Systems Corp. **Copyright:** 1982
Ordering Info: 1600 Research Blvd., Rockville, MD 20850
Price: **ISBN #:**

Title: Educating for Citizenship
Format: teaching guide/masters **Suggested Grade Level:** 3
Author: Miller, Rick
Publisher: Aspen Systems Corp. **Copyright:** 1982
Ordering Info: 1600 Research Blvd., Rockville, MD 20850
Price: **ISBN #:**

Title: Education on the Constitution in Secondary Schools
Format: teacher's guide **Suggested Grade Level:** 8-12
Author: Patrick, John J., Remy, Richard C., and Turner, Mary Jane
Publisher: Social Studies Development Center, Publications Manager **Copyright:** 1986
Ordering Info: Indiana University, 2805 East Tenth St., Bloomington, IN 47405
Price: **ISBN #:**

Title: Electing the President - Student Book
Format: workbook **Suggested Grade Level:** 3-12
Author: Belina, Tom, Echeore, Susan D., and Friedland, Mary
Publisher: Janus Book Publishers **Copyright:** 1983
Ordering Info: 2501 Industrial Parkway West, Hayward, CA 94545
Price: $3.95 **ISBN #:**

Title: Elections in the United States - Learning About America
Format: workbook **Suggested Grade Level:** 5-12
Author: Eskin, Eden Force
Publisher: Schoolhouse Press, Inc. **Copyright:** 1986
Ordering Info: Cleveland, Ohio
Price: **ISBN #:**

Title: Emergence of the American, Part I, from Subject to Citizen, Deciding to Stay or Go, The
Format: book **Suggested Grade Level:** 5-12
Author:
Publisher: Education Development Center **Copyright:** 1970
Ordering Info: Cambridge, MA
Price: **ISBN #:**

Title: ERIC/ChESS
Format: publications/projects **Suggested Grade Level:**
Author:
Publisher: ERIC/ChESS **Copyright:**
Ordering Info: 2805 East 10th St., Bloomington, IN 47405
Price: **ISBN #:**

Title: Everyday Dress of the American Colonial Period
Format: coloring book **Suggested Grade Level:** K-6
Author: Copeland, Peter F.
Publisher: Dover Publications Inc. **Copyright:** 1975
Ordering Info: 180 Varick St., New York, NY 10014
Price: $2.75 **ISBN #:**

Title: Excel in Civics - Lessons in Citizenship
Format: textbook **Suggested Grade Level:** 7-12
Author: Jenkins, Stephen, and Spiegel, Susan
Publisher: West Publishing Company **Copyright:** 1985
Ordering Info: 50 W. Kellogg Blvd, P.O. Box 64526, St. Paul, MN 55164-0526
Price: **ISBN #:**

Title: Faces of Freedom
Format: book **Suggested Grade Level:** 3-6
Author: Emanuel, Byron
Publisher: Scholastic Book Services **Copyright:** 1971
Ordering Info:
Price: **ISBN #:**

Title: Family Law - Competencies in Law and Citizenship
Format: textbook **Suggested Grade Level:** 7-12
Author: Furlong, Mary S., and McMahon, Edward T.
Publisher: West Publishing Company **Copyright:** 1984
Ordering Info: 50 West Kellogg Boulevard, P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Federal Government: The Executive Branch
Format: filmstrip **Suggested Grade Level:** 5-12
Author:
Publisher: National Geographic **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Federal Government: The Judicial Branch
Format: filmstrip **Suggested Grade Level:** 5-12
Author:
Publisher: National Geographic **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Federal Government: The Legislative Branch
Format: filmstrip **Suggested Grade Level:** 5-12
Author:
Publisher: National Geographic **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Federalist Papers - Hamilton, Madison, and Jay, The
Format: book **Suggested Grade Level:** adult
Author: Willis, Gary, intro. and commentary
Publisher: Bantam Books **Copyright:** 1982
Ordering Info:
Price: **ISBN #:**

Title: Fifty-Five Fathers - The Story of the Constitutional Convention
Format: novel **Suggested Grade Level:** 5-6
Author: Williams, Selma R.
Publisher: Dodd, Mead and Company **Copyright:** 1970
Ordering Info: New York
Price: **ISBN #:**

Title: Fireworks, Picnics, and Flags
Format: book **Suggested Grade Level:** K-6
Author: Giblin, James Cross
Publisher: Clarion Books **Copyright:** 1983
Ordering Info: 52 Vanderbilt Av., New York, NY 10017
Price: $4.95 **ISBN #:**

Title: First Amendment, The
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Visual Education Consultants **Copyright:** 1980
Ordering Info:
Price: **ISBN #:**

Title: First Amendment: Freedom of the Press, The
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Prentice-Hall **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: First Book of the Constitution
Format: book **Suggested Grade Level:** 4-6
Author: Morris, Richard B.
Publisher: Franklin Watts, Inc. **Copyright:** 1958
Ordering Info:
Price: **ISBN #:**

Title: First Book...This Constitution, A
Format: book **Suggested Grade Level:** 2-6
Author: Sgroi, Peter
Publisher: Franklin Watts Library Edition **Copyright:** 1986
Ordering Info:
Price: **ISBN #:**

Title: Flags of the American Revolution to Color
Format: coloring book **Suggested Grade Level:** K-6
Author:
Publisher: Bellerophon Books **Copyright:** 1981
Ordering Info: 36 Ancapa Street, Santa Barbara, CA 93101
Price: $1.25 **ISBN #:**

Title: Foundations of the Republic
Format: posters **Suggested Grade Level:**
Author: Frey, Herman S.
Publisher: Frey Enterprises **Copyright:** 1976
Ordering Info: 2120 Crestmoor Road, #125, Green Hills, Nashville, TN 37215
Price: **ISBN #:**

Title: Founding Fathers, The
Format: book **Suggested Grade Level:** 5-12
Author: Wayne, Bennett, Ed.
Publisher: Garrard Publishing Company **Copyright:** 1975
Ordering Info: Champaign, Illinois
Price: **ISBN #:**

Title: Founding Mothers - Women of America in the Revolutionary Era
Format: text **Suggested Grade Level:** 9-12
Author: DePauw, Linda Grant
Publisher: Houghton Mifflin Company **Copyright:** 1975
Ordering Info: 2 Park Street, Boston, MA 02108
Price: **ISBN #:**

Title: Framers of the Constitution: Brief Biographies of the Men Who Shaped our Federal Government, The
Format: materials **Suggested Grade Level:**
Author:
Publisher: National Archives and Records Administration **Copyright:** 1986
Ordering Info: Public Programs Division, Washington, D.C. 20408
Price: **ISBN #:**

Title: Framing of the Constitution of the United States, The
Format: book **Suggested Grade Level:** adult
Author: Farrand
Publisher: Yale University **Copyright:** 1918
Ordering Info:
Price: **ISBN #:**

Title: Free Press: A Need To Know The News
Format: audiovisual **Suggested Grade Level:** 4-8
Author:
Publisher: Pathescope **Copyright:** 1970
Ordering Info:
Price: **ISBN #:**

Title: Free Speech and Press
Format: audiovisual **Suggested Grade Level:** 6-8
Author: Multi Media Materials
Publisher: **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Free Speech, Free Press and the Law
Format: book **Suggested Grade Level:** 6-12
Author: Lieberman
Publisher: Morrow **Copyright:** 1980
Ordering Info:
Price: **ISBN #:**

Title: Freedom Bound
Format: musical production **Suggested Grade Level:** 3-6
Author: Crallins, Michael and Jill
Publisher: **Copyright:**
Ordering Info: Tom Schiola at Heatherwood
Price: **ISBN #:**

Title: Freedom of the Press: A Priceless Heritage
Format: audiovisual **Suggested Grade Level:** 4-12
Author:
Publisher: Current Affairs **Copyright:** 1973
Ordering Info.
Price: **ISBN #:**

Title: George Washington's Rules of Civility and Decent Behavior in Company and Conversations
Format: reference **Suggested Grade Level:** K-6
Author: Frey, Herman S.
Publisher: Frey Enterprises **Copyright:** 1982
Ordering Info: 605 Merritt St., Nashville, TN 37203
Price: **ISBN #:**

Title: George Washington, Young Leader
Format: book **Suggested Grade Level:** K-6
Author: Santrey, Laurence
Publisher: Troll Associates **Copyright:** 1982
Ordering Info: Mahwah, New Jersey
Price: **ISBN #:**

Title: Ghosts of Williamsburg ... and Nearby Environs, The
Format: reference **Suggested Grade Level:** 5-6
Author: Taylor, L. B., Jr.
Publisher: Progress Printing Co., Inc. **Copyright:** 1983
Ordering Info: U.S.A.
Price: $4.50 **ISBN #:**

Title: Gideon's Trumpet
Format: audio-visual **Suggested Grade Level:** 1-12
Author:
Publisher: Worldvision Enterprises, Inc. **Copyright:** 1980
Ordering Info:
Price: **ISBN #:**

Title: Going to School in 1776
Format: fiction **Suggested Grade Level:** 5-12
Author: Loeper, John L.
Publisher: Atheneum, New York **Copyright:** 1984
Ordering Info:
Price: **ISBN #:**

Title: Great American Constitution, The
Format: sound filmstrip **Suggested Grade Level:** 9-12
Author: Lowell, Stephen S.
Publisher: J. Weston Walch, Publ. **Copyright:** 1987
Ordering Info: P.O. Box 658, Portland, MA 04104-0658
Price: **ISBN #:**

Title: Great Document: A Book for Young Americans
Format: book **Suggested Grade Level:** 5-8
Author: Commanger, Henry
Publisher: Bobbs **Copyright:** 1961
Ordering Info:
Price: **ISBN #:**

Title: Great Rights, The
Format: book **Suggested Grade Level:** 4-12
Author:
Publisher: University of Texas **Copyright:** 1963
Ordering Info:
Price: **ISBN #:**

Title: Great Trials in American History - Civil War to the Present
Format: Manual/TG **Suggested Grade Level:** 5-12
Author: Arbetman, Lee, and Roe, Richard L.
Publisher: West Publishing Co. **Copyright:** 1985
Ordering Info: 50 W. Kellogg Blvd, P.O. Box 64526, St. Paul, MN 55164-9979
Price: **ISBN #:**

Title: Great Trials in American History - Civil War to the Present
Format: Textbook **Suggested Grade Level:** 6-12
Author: Arbetman, Lee, and Roe, Richard L.
Publisher: West Publishing Co. **Copyright:** 1985
Ordering Info: 50 W. Kellogg Blvd., P.O. Box 64526, St. Paul, MN 55164-9979
Price: **ISBN #:**

Title: Guide to American Law - Everyone's Legal Encyclopedia, Vol. I, The
Format: textbook **Suggested Grade Level:** 9-12
Author:
Publisher: West Publishing Company **Copyright:** 1986
Ordering Info: 50 West Kellogg Blvd. P.O. Box 64526, St. Paul, MN 55164-0526
Price: **ISBN #:**

Title: Guide to Celebrating the Bicentennial of the U.S. Constitution
Format: **Suggested Grade Level:** reference
Author:
Publisher: Commission on the Bicentennial of the U.S. Constitution **Copyright:** 1986
Ordering Info: 734 Jackson Place, N.W., Washington, D.C. 20503
Price: **ISBN #:**

Title: Guidelines for Conducting Pro-Se Courts
Format: book **Suggested Grade Level:** adult
Author: Gallagher, Arlene F. Gallagher
Publisher: NIE Lending Library **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Guilty or Not Guilty: Tales of Justice in Early America
Format: book **Suggested Grade Level:** 3-5
Author: Raskin, Joseph and Edith
Publisher: Lothrop, Lee and Shepard Company **Copyright:** 1975
Ordering Info:
Price: **ISBN #:**

Title: Helping Children Understand the United States Constitution
Format: activities **Suggested Grade Level:** K-3
Author: Novick, Minna S.
Publisher: World Book, Inc. **Copyright:** 1986
Ordering Info: American Barr Assoc., 750 North Lake Shore Drive, Chicago, Ill. 60611
Price: **ISBN #:**

Title: Heroes of the American Revolution
Format: picture book **Suggested Grade Level:** K-6
Author: Brownell, David
Publisher: Bellerophon Books **Copyright:** 1985
Ordering Info: 36 Anacapa Street, Santa Barbara, CA 93101
Price: $2.95 **ISBN #:**

Title: Historic Philadelphia - Do It Yourself Postcards
Format: coloring **Suggested Grade Level:** K-6
Author:
Publisher: Burd Enterprises **Copyright:**
Ordering Info: Philadelphia, PA
Price: **ISBN #:**

Title: History Picture Book of the Thirteen Colonies
Format: book **Suggested Grade Level:** K-3
Author: Ingerson, Martha
Publisher: Ranch Gates Studies, 2409 Bormarion, Austin, TX 78703 **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Humanities and the Constitution: Resources for Public Humanities Programs, The
Format: reference **Suggested Grade Level:** adult
Author:
Publisher: National Federation of State Humanities Councils **Copyright:** 1986
Ordering Info: 12 South Sixth St., Suite 527, Minneapolis, MN 55402
Price: **ISBN #:**

Title: Humanities Approach to Early National U.S. History: Elem Activities
Format: activities book **Suggested Grade Level:** K-6
Author: Giese, James, and Parisi, Lynn, editors
Publisher: Social Science Education Consortium, Inc. **Copyright:** 1986
Ordering Info: 885 Broadway, Boulder, CO 80302
Price: **ISBN #:**

Title: Humanities Approach to Early National U.S. History: Jr High Activities
Format: activities book **Suggested Grade Level:** 7-9
Author: Giese, James, and Parisi, Lynn, editors
Publisher: Social Science Education Consortium, Inc. **Copyright:** 1986
Ordering Info: 855 Broadway, Boulder, CO 80302
Price: **ISBN #:**

Title: I Love America
Format: book **Suggested Grade Level:**
Author:
Publisher: National Center for Constitutional Studies**Copyright:**
Ordering Info: P.O. Box 33722, Washington, D.C. 20033 Ph. 202-371-0008
Price: **ISBN #:**

Title: Idea of Liberty - First Amendment Freedoms, The
Format: textbook **Suggested Grade Level:** 9-12
Author: Starr, Dr. Isidore
Publisher: West Publishing Co **Copyright:** 1978
Ordering Info: St. Paul, MN
Price: **ISBN #:**

Title: If You Grew Up With George Washington
Format: book **Suggested Grade Level:** K-6
Author: Gross, Ruth Belov
Publisher: Scholastic Inc. **Copyright:** 1982
Ordering Info: 730 Broadway, New York, New York 10003
Price: **ISBN #:**

Title: If You Lived in Colonial Times
Format: picture book **Suggested Grade Level:** K-6
Author: McGovern, Ann
Publisher: Scholastic, Inc. **Copyright:** 1964
Ordering Info: 730 Broadway, New York, NY 10003
Price: **ISBN #:**

Title: In Your Country, 2nd ed.
Format: book **Suggested Grade Level:** 4-8
Author: Hudson, Margaret W., and Weaver, Ann A.
Publisher: Fearon Publishers, Inc. - The Young American Series **Copyright:** 1973
Ordering Info:
Price: **ISBN #:**

Title: Individual and Society in America - Foundations in Social Studies, The
Format: textbook **Suggested Grade Level:** 9-12
Author: Whiteaker, Larry
Publisher: Harcourt Brace Lovanovich **Copyright:** 1979
Ordering Info: 757 Third Avenue, New York, New York 10017
Price: **ISBN #:**

Title: Interrogatories and Counsel
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: University of Texas **Copyright:** 1967
Ordering Info:
Price: **ISBN #:**

Title: Invasion of Privacy
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: CMS Records, Inc. **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Jack and the Beanstalk
Format: story **Suggested Grade Level:** 1-12
Author: Greenberg, Joanne
Publisher: West Publishing Co. **Copyright:** 1981
Ordering Info: 50 W. Kellogg Blvd, P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: John Paul Jones, Hero of the Seas

Format: picture book **Suggested Grade Level:** K-6
Author: Brandt, Keith
Publisher: Troll Associates **Copyright:** 1983
Ordering Info: Mahwah, New Jersey
Price: $1.95 **ISBN #:**

Title: Justice and the Law

Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Pathescope Educational Media **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Justice Black and the Bill of Rights

Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: University of Wisconsin **Copyright:** 1968
Ordering Info:
Price: **ISBN #:**

Title: Justice: Due Process of Law

Format: textbook **Suggested Grade Level:** 9-12 *
Author: Starr, Isidore
Publisher: West Publishing Co. **Copyright:** 1981
Ordering Info: 50 West Kellogg Boulevard, P. O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Juvenile Problems and Law - Law in Action Series - 2nd Edition for Teachers

Format: textbook **Suggested Grade Level:** 7-12
Author: Riekes, Linda and Ackerly, Sally Mahe
Publisher: West Publishing Company **Copyright:** 1980
Ordering Info: 50 West Kellogg Blvd., St. Paul, MN 55102
Price: **ISBN #:**

Title: Lace Cuffs and Leather Aprons 1783-1800

Format: Reference **Suggested Grade Level:** 11-12
Author: Starkey, Marion
Publisher: Alfred A. Knopf, Inc. **Copyright:** 1972
Ordering Info: New York
Price: **ISBN #:**

Title: Law and Citizenship in America - Foundations in Social Studies

Format: textbook **Suggested Grade Level:** 9-12
Author: Enis, Carolyn and Thomas J., Nancy W. Bauer, General Editor
Publisher: Harcourt Brace Jovanovich **Copyright:** 1981
Ordering Info: 757 Third Ave., New York, New York 10017
Price: **ISBN #:**

Title: Law and The Consumer - National Street Law Institute
Format: textbook **Suggested Grade Level:** 7-12
Author: Arbetman, Dr. Lee P., McMahon, Dr. Edward T., O'Brien, Dr. Edward L.
Publisher: West Publishing Co. **Copyright:** 1982
Ordering Info: 50 West Kellogg Boulevard, P. O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Law in a Free Society Lesson Plans
Format: lesson plans **Suggested Grade Level:** K-4
Author: D.I.M.C.
Publisher: **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Law in a Free Society: Authority
Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Diversity
Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Freedom
Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Justice
Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Participation
Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Privacy

Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Property

Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a Free Society: Responsibility

Format: sound filmstrip kits **Suggested Grade Level:** K-12
Author: Law in a Free Society
Publisher: Law in a Free Society **Copyright:** 1979
Ordering Info: Suite I, 5115 Douglas Fir Drive, Calabasas, CA 91302
Price: **ISBN #:**

Title: Law in a New Land

Format: book **Suggested Grade Level:** 4-6
Author: Ratcliffe, Robert H., ed.
Publisher: Houghton Mifflin Company - Trailmarks of Liberty Series **Copyright:** 1972
Ordering Info:
Price: **ISBN #:**

Title: Law in the Classroom - Activities and Resources, Rev.

Format: activities **Suggested Grade Level:** 3-12
Author: Turner, Mary Jane, and Parisi, Lynn
Publisher: Social Science Education Consortium **Copyright:** 1984
Ordering Info: 855 Broadway, Boulder, CO 80302
Price: **ISBN #:**

Title: Law in the Classroom, Rev.

Format: Activities and Resources **Suggested Grade Level:** 9-12
Author: Turner, Mary Jane, and Parisi, Lynn
Publisher: Social Science Education Consortium, Inc. **Copyright:** 1984
Ordering Info: 855 Broadway Boulder, CO 80302
Price: **ISBN #:**

Title: Law in U.S. History - A Teacher Resource Manual

Format: activities **Suggested Grade Level:** 7-12
Author: Smith, Melinda R., Editor
Publisher: Social Science Education Consortium, Inc. **Copyright:** 1983
Ordering Info: 855 Broadway, Boulder, CO 80302
Price: **ISBN #:**

Title: Lawmaking - Law in Action Series - 2nd Edition, for Teachers
Format: textbook **Suggested Grade Level**: 5-12
Author: Riekes, Linda, and Ackerly, Sally Mahe
Publisher: West Publishing Co. **Copyright**: 1980
Ordering Info: 50 W Kellogg Blvd., P.O Box 3526, St. Paul, MN 55165
Price: **ISBN #**:

Title: Lawyers in the Classroom
Format: book **Suggested Grade Level**:
Author:
Publisher: **Copyright**:
Ordering Info: Bicentennial Commission, Colorado Bar Assoc, 1942 Broadway, Suite 208, Boulder, CO 80302
Price: **ISBN #**:

Title: Leading Constitutional Decisions
Format: book **Suggested Grade Level**: 6-12
Author: Cushman, Robert
Publisher: Prentice-Hall **Copyright**:
Ordering Info:
Price: **ISBN #**:

Title: Learning About Your Country
Format: ditto masters **Suggested Grade Level**: 2-6
Author: Freeberg, Lori
Publisher: Frank Schaffer **Copyright**: 1983
Ordering Info: Frank Schaffer Publ., Inc., 1028 Via Mirabel, Palos Verdes Estates, CA 90274 #FS-674
Price: $4.95 **ISBN #**:

Title: Lessons on the Constitution
Format: activities & resources **Suggested Grade Level**: 9-12
Author: Patrick, John J., and Remy, Richard C.
Publisher: SSEC **Copyright**: 1985
Ordering Info: 855 Broadway, Boulder, CO 80302
Price: **ISBN #**:

Title:
Lessons on the Federalist Papers: Supplements to High School Courses in Am. History, Govt., and Civics
Format: teacher's guide **Suggested Grade Level**: 8-12
Author: Patrick, John J., and Keller, Clair W.
Publisher: Social Studies Development Center, Publications Manager **Copyright**: 1986
Ordering Info: Indiana University, 2805 E. Tenth St., Bloomington, IN 47405
Price: **ISBN #**:

Title: Living Constitution
Format: video **Suggested Grade Level**: 3-6
Author:
Publisher: #VTV-17, DIMC **Copyright**:
Ordering Info: 16 minutes, enactment of 1787 Constitutional Convention
Price: **ISBN #**:

Title: Lawmaking - Law in Action Series - 2nd Edition, for Teachers

Format: textbook **Suggested Grade Level:** 5-12
Author: Riekes, Linda, and Ackerly, Sally Mahe
Publisher: West Publishing Co. **Copyright:** 1980
Ordering Info: 50 W. Kellogg Blvd., P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Lawyers in the Classroom

Format: book **Suggested Grade Level:**
Author:
Publisher: **Copyright:**
Ordering Info: Bicentennial Commission, Colorado Bar Assoc, 1942 Broadway, Suite 206, Boulder, CO 80302
Price: **ISBN #:**

Title: Leading Constitutional Decisions

Format: book **Suggested Grade Level:** 6-12
Author: Cushman, Robert
Publisher: Prentice-Hall **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Learning About Your Country

Format: ditto masters **Suggested Grade Level:** 2-6
Author: Freeberg, Lori
Publisher: Frank Schaffer **Copyright:** 1983
Ordering Info: Frank Schaffer Publ., Inc., 1028 Via Mirabel, Palos Verdes Estates, CA 90274 #FS-674
Price: $4.95 **ISBN #:**

Title: Lessons on the Constitution

Format: activities & resources **Suggested Grade Level:** 9-12
Author: Patrick, John J., and Remy, Richard C.
Publisher: SSEC **Copyright:** 1985
Ordering Info: 855 Broadway, Boulder, CO 80302
Price: **ISBN #:**

Title: Lessons on the Federalist Papers: Supplements to High School Courses in Am. History, Govt., and Civics

Format: teacher's guide **Suggested Grade Level:** 8-12
Author: Patrick, John J., and Keller, Clair W.
Publisher: Social Studies Development Center, Publications Manager **Copyright:** 1986
Ordering Info: Indiana University, 2805 E. Tenth St., Bloomington, IN 47405
Price: **ISBN #:**

Title: Living Constitution

Format: video **Suggested Grade Level:** 3-6
Author:
Publisher: #VTV-17, DIMC **Copyright:**
Ordering Info: 16 minutes, enactment of 1787 Constitutional Convention
Price: **ISBN #:**

Title: Making of the American Revolution, Part 1- From Subject to Citizen, The
Format: book **Suggested Grade Level:** 5-12
Author:
Publisher: Education Development Center, Inc. **Copyright:** 1970
Ordering Info: Cambridge, MA
Price: **ISBN #:**

Title: Making of the Constitution, The
Format: posters **Suggested Grade Level:** K-12
Author: Bates, Elizabeth Bidwell
Publisher: Grossman Publishers **Copyright:** 1972
Ordering Info: 625 Madison Ave., New York, New York 10022
Price: **ISBN #:**

Title: Making of the Constitution, The
Format: book **Suggested Grade Level:** 5-12
Author: Bates, Elizabeth Bidwell
Publisher: Grossman Publishers **Copyright:** 1972
Ordering Info: 625 Madison Ave., New York, New York 10022
Price: **ISBN #:**

Title: Man and the State: Hamilton and Jefferson on Democracy
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: University of Kansas **Copyright:** 1975
Ordering Info:
Price: **ISBN #:**

Title: Meaning of the Constitution, The
Format: book **Suggested Grade Level:** 6-12
Author: Holder, Angela R.
Publisher: Barrons Educational Series, Inc. **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title:
Media Guide to the Bicentennial of the U.S. Constitution: A Select Listing of Major Events Throughout the Nation
Format: booklet **Suggested Grade Level:** reference
Author:
Publisher: Commission on the Bicentennial of the U.S. Constitution **Copyright:** 1987
Ordering Info: 734 Jackson Place, N.W., Washington, D.C. 20503
Price: **ISBN #:**

Title: Miracle at Philadelphia
Format: reference book **Suggested Grade Level:** 11-12
Author: Bowen, Catherine Drinker
Publisher: Atlantic Monthly Press Book **Copyright:** 1986
Ordering Info: Atlantic-Little, Brown and Company, Boston, MA
Price: $8.95 **ISBN #:**

Title: Mock Trial 3: Francine, Kerplunk, and the Golden Nugget
Format: book **Suggested Grade Level:** adult
Author: Gallagher, Arlene F.
Publisher: NIE Lending Library **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Museum of Costume
Format: picture book **Suggested Grade Level:** K-6
Author: Byrde, Penelope
Publisher: Bath City Council **Copyright:** 1980
Ordering Info: Keeper of Costume, 4 Circus, Bath Avon BA12EW (England)
Price: **ISBN #:**

Title: Music from the Days of George Washington
Format: book **Suggested Grade Level:** K-6
Author: Engel, Carl
Publisher: U.S. George Washington Bicentennial Commission **Copyright:**
Ordering Info: Washington, D. C.
Price: **ISBN #:**

Title: Musical Skit for Children on the Constitution Convention
Format: **Suggested Grade Level:** reference
Author:
Publisher: Commission on the Bicentennial of the US Constitution **Copyright:** 1987
Ordering Info: 734 Jackson Place, N.W., Washington, D. C. 20503
Price: **ISBN #:**

Title: My Brother Sam is Dead
Format: **Suggested Grade Level:** 5 - 6
Author: Collier, James Lincoln and Christopher
Publisher: Scholastic Inc. **Copyright:** 1974
Ordering Info: 730 Broadway, New York, New York 10003
Price: **ISBN #:**

Title: My Country
Format: musical production **Suggested Grade Level:** 3-6
Author: Wilson, John F.
Publisher: Somerset Press: Illinois **Copyright:** 1985
Ordering Info:
Price: **ISBN #:**

Title: New Tests of the First Amendment
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Educational Enrichment Materials **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Our Constitution - A Working Plan for Democracy, Our Government in Action
Format: workbook **Suggested Grade Level:** 4-12
Author: Bye, Dr. Thomas, and Lewis, Dr. Sherman
Publisher: Janus Books **Copyright:** 1987
Ordering Info: Janus Book Publ., 2501 Industrial Pkwy W, Hayward, CA 94545
Price: $3.95 **ISBN #:**

Title: Our Constitution and What It Means, Sixth, Bicentennial Edition
Format: textbook (paperback) **Suggested Grade Level:** 4-6
Author: Kottmeyer, Wm., and Eagleton, Thomas F.
Publisher: School Division/McGraw Hill **Copyright:** 1987
Ordering Info: School Division/McGraw-Hill Book Company
Price: **ISBN #:**

Title: Our Government in Action
Format: textbook **Suggested Grade Level:** 5-12
Author: Lefkowitz, Wm., and Uhlich, Richard
Publisher: Janus Books Publ, Inc. **Copyright:** 1986
Ordering Info: 2501 Industrial Parkway West, Hayward, CA 94545
Price: **ISBN #:**

Title: Our Independence and the Constitution
Format: book **Suggested Grade Level:** 3-5
Author: Fisher, Dorothea
Publisher: Random House **Copyright:** 1950
Ordering Info:
Price: **ISBN #:**

Title: Our Living Constitution Then and Now
Format: activity book **Suggested Grade Level:** 5-8
Author: Aten, Jerry
Publisher: Good Apple, Inc. **Copyright:** 1987
Ordering Info: Good Apple, Inc., Box 299, Carthage, IL 62321-0299
Price: **ISBN #:**

Title: Our Nation's Constitution
Format: workbook **Suggested Grade Level:** 4-6
Author: Franklin, Paula A.
Publisher: Schoolhouse Press, Inc **Copyright:** 1986
Ordering Info: Cleveland, Ohio
Price: **ISBN #:**

Title: Our Nation's Government - Learning About America
Format: workbook **Suggested Grade Level:** 6-12
Author: Eskin, Eden Force
Publisher: Schoolhouse Press, Inc **Copyright:** 1986
Ordering Info: Cleveland, Ohio
Price: **ISBN #:**

Title: Paper Soldiers of the American Revolution
Format: picture/activities **Suggested Grade Level:** K-6
Author:
Publisher: Bellerophon Books **Copyright:** 1982
Ordering Info: 36 Anacapa Street, Santa Barbara, CA 93101
Price: **ISBN #:**

Title: Patrick Henry, Voice of the American Revolution
Format: picture book **Suggested Grade Level:** K-6
Author: Sabin, Louis
Publisher: Troll Associates **Copyright:** 1982
Ordering Info: Mahwah, New Jersey
Price: $1.95 **ISBN #:**

Title: Patriots in Petticoats
Format: book **Suggested Grade Level:** 3-6
Author: Clyne, Patricia
Publisher: Dodd, Mead and Co. **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: PFS: US Government, Constitutional Convention
Format: computer simulation **Suggested Grade Level:** 7-12
Author:
Publisher: Scholastic, Inc. **Copyright:** 1986
Ordering Info: Scholastic Software, 2931 E. McCarty St. P.O. Box 7502, Jefferson City, MO 65102
Price: $99.95 **ISBN #:**

Title: Philadelphia in 1787
Format: map **Suggested Grade Level:** 7-12
Author:
Publisher: Eastern National **Copyright:**
Ordering Info: 313 Walnut St., Philadelphia, PA 19106, Ph 800-821-2903
Price: $2.75 **ISBN #:**

Title: Philadelphia, The City and The Bell
Format: book **Suggested Grade Level:** 3-6
Author: Ratner-Gantshar, Barbara
Publisher: Artistic Endeavors, Inc. **Copyright:** 1976
Ordering Info: P.O. Box 8916 Boston, MA 02114
Price: **ISBN #:**

Title: Pleasures of Colonial Cooking
Format: cookbook **Suggested Grade Level:** adult
Author:
Publisher: New Jersey Historical Society **Copyright:** 1982
Ordering Info: 230 Broadway, Newark, NJ 07104
Price: **ISBN #:**

Title: Political Writings of John Adams, The
Format: book **Suggested Grade Level:** adult
Author: Peek
Publisher: Bobbs-Merrill/American Heritage Series **Copyright:** 1954
Ordering Info:
Price: **ISBN #:**

Title: Poor Richard in France
Format: book **Suggested Grade Level:** 2-4
Author: Monjo, F. N.
Publisher: Dell Publishing Co., Inc. **Copyright:** 1973
Ordering Info: 1 Dag Hammarskjold Plaza, New York, NY 10017
Price: **ISBN #:**

Title: Preamble
Format: audiovisual **Suggested Grade Level:** 1-6
Author:
Publisher: Communications Park Video **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Preparation for a Commemoration: First Full Year's Report of the Commission on the Bicentennial ...
Format: booklet **Suggested Grade Level:** reference
Author:
Publisher: Commission on the Bicentennial of the US Constitution **Copyright:** 1986
Ordering Info: 734 Jackson Place, N.W., Washington, D.C. 20503
Price: **ISBN #:**

Title: Presidents - Understanding America's Presidents Through Research-Related Activities
Format: activity book **Suggested Grade Level:** 3-6
Author: Aten, Jerry
Publisher: Good Apple, Inc. **Copyright:** 1985
Ordering Info: Box 299, Carthage, IL 62321-0299
Price: **ISBN #:**

Title: Presidents of the United States, Flashcards
Format: flashcards **Suggested Grade Level:** K-6
Author:
Publisher: Edu-cards, KPB Industries #276 **Copyright:** 1975
Ordering Info: Bethlehem, PA 18017
Price: **ISBN #:**

Title: Privacy and the Law
Format: book **Suggested Grade Level:** 5-12
Author: Lieberman
Publisher: Lothrop **Copyright:** 1978
Ordering Info:
Price: **ISBN #:**

Title: Privacy Under Attack
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Current Affairs **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Quarrels That Have Shaped the Constitution
Format: book **Suggested Grade Level:** 5-12
Author: Garraty, John
Publisher: Harper **Copyright:** 1975
Ordering Info:
Price: **ISBN #:**

Title: Reading List for Law-Related Themes in Children's Books
Format: book **Suggested Grade Level:** K-6
Author: Law-Related Education, A Course of Study for K-6 Infusion
Publisher: Department of Curriculum and Instruction, Memphis (Tenn.) City Schools **Copyright:** 1982
Ordering Info:
Price: **ISBN #:**

Title: Reading the Constitution - 2 copies
Format: resource unit **Suggested Grade Level:** 8-12
Author: Yehl, Joan K., and Bendlow, Richard F.
Publisher: Newsweek Education Department **Copyright:** 1986
Ordering Info: Newsweek, Inc., 444 Madison Ave., New York, NY 10022
Price: **ISBN #:**

Title: Real Life Citizenship - A Functional Skills Program from Scholastic
Format: workbook **Suggested Grade Level:** 6-12
Author: Dykstra, Gretchen; and Fiedler, Jean; and Wilson, John H.
Publisher: Scholastic, Inc. - Text Division **Copyright:** 1979
Ordering Info: 730 Broadway, New York, New York 10003
Price: **ISBN #:**

Title: Real Thief, The
Format: book **Suggested Grade Level:** 3-6
Author: Stieg, William
Publisher: Dell Publishing Company, Inc. **Copyright:** 1974
Ordering Info:
Price: **ISBN #:**

Title: Revolutionary Medicine, 1700-1800
Format: picture/text **Suggested Grade Level:** K-6
Author: Wilbur, L. Keith, M.D.
Publisher: The Globe Pequot Press **Copyright:** 1980
Ordering Info: Chester, CT. 06412
Price: **ISBN #:**

Title: Right to Believe, The
Format: audiovisual **Suggested Grade Level:** 4-12
Author:
Publisher: Communications Park Video **Copyright:** 1975
Ordering Info:
Price: **ISBN #:**

Title: Rights, Responsibilities, Liberties and the Constitution of the United States and Others
Format: bibliography **Suggested Grade Level:** adult
Author:
Publisher: Center for Study of Education Policy and Human Values, Department of Education Policy, Planning, and Administration **Copyright:** 1987
Ordering Info: College of Education, The University of Maryland, College Park, MD 20742
Price: **ISBN #:**

Title: Role of the Supreme Court in American Government, The
Format: book **Suggested Grade Level:** adult
Author: Cox
Publisher: Oxford University Press **Copyright:** 1976
Ordering Info:
Price: **ISBN #:**

Title: Safeguard
Format: poster, curriculum materials **Suggested Grade Level:** 5-6
Author: Gayle Mertz, et. al
Publisher: **Copyright:**
Ordering Info: Gayle Mertz, Washington School, 1215 Cedar, Boulder, CO 80302
Price: **ISBN #:**

Title: Salute To Our Constitution and the Bill of Rights, A
Format: activities/masters **Suggested Grade Level:** K-6
Author: Yeaton, Connie S., and Braeckel, Karen Trusty
Publisher: Indianapolis Star & News **Copyright:** 1986
Ordering Info: 307 N. Pennsylvania, P.O. Box 145, Indianapolis, IN 46206
Price: $6.95 **ISBN #:**

Title: Salute to the Constitution
Format: newsletter **Suggested Grade Level:** adult
Author: American Bar Association
Publisher: Special Committee on Youth Education for Citizenship **Copyright:**
Ordering Info: 750 North Lake Shore Drive, Chicago, IL 60611
Price: **ISBN #:**

Title: Sam the Minuteman
Format: book **Suggested Grade Level:** K-3
Author: Benchley, Nathaniel
Publisher: Harper and Row, New York **Copyright:** 1969
Ordering Info:
Price: **ISBN #:**

Title: Scholastic American Citizenship Skills Spirit Masters
Format: spirit masters **Suggested Grade Level:** 6-12
Author:
Publisher: Scholastic Book Services **Copyright:** 1977
Ordering Info: Division of Scholastic Magazines, Inc.
Price: **ISBN #:**

Title: Scholastic American Citizenship, Teaching Guide
Format: textbook **Suggested Grade Level:** 9-12
Author: Markham, Lois, and Jantzen, Steven
Publisher: Scholastic Book Services **Copyright:** 1980
Ordering Info: 50 West 44th St., New York, New York 10036
Price: **ISBN #:**

Title: Search and Privacy
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: University of Wisconsin, Bill of Rights Series **Copyright:** 1967
Ordering Info:
Price: **ISBN #:**

Title: Search and Seizure
Format: audiovisual **Suggested Grade Level:** 6-8
Author:
Publisher: Multi Media Materials **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Seven Who Shaped Our Destiny
Format: book **Suggested Grade Level:** adult
Author: Morris
Publisher: Harper and Row **Copyright:** 1973
Ordering Info:
Price: **ISBN #:**

Title: 1783-1800 The United States Emerges
Format: comic format **Suggested Grade Level:** 4-6
Author: Farr, Naunerie
Publisher: Pendulum Press, Inc. **Copyright:** 1976
Ordering Info: Academic Industries Inc., Co., Academic Bldg., Saw Mill Road, West Haven, CT 06516
Price: **ISBN #:**

Title: 1787 - A Simulation Game
Format: game **Suggested Grade Level:** 7-9
Author: Rothschild, Eric
Publisher: Olcott Forward, Inc. **Copyright:** 1970
Ordering Info: Publ. by ABT Associates, Hartsdale, NY
Price: **ISBN #:**

Title: 1787 - A Simulation Game - a Teaching Guide
Format: game **Suggested Grade Level:** 6-12
Author: Rothschild, Eric, and Feig, Werner
Publisher: Olcott Forward, Inc. **Copyright:** 1970
Ordering Info: Hartsdale, New York
Price: **ISBN #:**

Title: 1787: Constitutional Convention - simulation game
Format: game **Suggested Grade Level:** 7-12
Author:
Publisher: ABT Associates **Copyright:**
Ordering Info: Educational Audio Visual Inc., Pleasentville, NY 10570
Price: **ISBN #:**

Title: Shaping American Democracy
Format: case studies **Suggested Grade Level:** 6-12
Author: Citizenship/Law Related Programs for the Schools of Maryland
Publisher: Law, Youth and Citizenship Program **Copyright:** 1985
Ordering Info: NY State Bar Assoc., NY State Education Depart.
Price: **ISBN #:**

Title: Shh! We're Writing the Constitution
Format: book **Suggested Grade Level:** 2-6
Author: Fritz, Jean
Publisher: Putnam Publishing Group **Copyright:** 1987
Ordering Info:
Price: **ISBN #:**

Title: Ships of the American Revolution
Format: coloring book **Suggested Grade Level:** K-6
Author: Millar, John Fitzhugh
Publisher: Bellerophon Books **Copyright:** 1982
Ordering Info: 36 Anacapa Street, Santa Barbara, CA 93101
Price: $2.95 **ISBN #:**

Title: Signers of the Constitution, The
Format: reference **Suggested Grade Level:** 8-12
Author: Ferris, Robert G., Charleton, James H.
Publisher: Interpretive Publications, Inc. **Copyright:** 1986
Ordering Info: P.O. Box 1383, Flagstaff, AZ 86002-1383
Price: **ISBN #:**

Title: Spirit of America
Format: stamp album **Suggested Grade Level:** 6-8
Author: United States Postal Service
Publisher: Scott Publishing Co. **Copyright:** 1982
Ordering Info: U.S. Postal Service, Phitelic Sales Div., Wash. D.C. 20265-9987
Price: **ISBN #:**

Title: Spirit of Seventeen Eighty Seven Makes Our Constitution, The
Format: book **Suggested Grade Level:** 4-12
Author: Lomask
Publisher: Ferrar Straus **Copyright:** 1980
Ordering Info:
Price: **ISBN #:**

Title: Sports and Law
Format: textbook **Suggested Grade Level:** 7-12
Author: Appenzeller, Herb; Engler, Teri; et al
Publisher: West Publishing Co. **Copyright:** 1984
Ordering Info: 50 W. Kellogg Blvd, P.O. Box 43526, St. Paul, MN 55164
Price: **ISBN #:**

Title: Stamp Collector's History of the United States, A
Format: picture book **Suggested Grade Level:** K-6
Author: Tower, Samuel A.
Publisher: Julian Messner **Copyright:** 1975
Ordering Info: Division of Simon and Schuster, Inc., 1 West 39 St., New York, N.Y. 10018
Price: **ISBN #:**

Title: Star Spangled Banana and other Revolutionary Riddles, The
Format: picturebook **Suggested Grade Level:** K-6
Author: Keller, Charles, and Baker, Richard
Publisher: Prentice-Hall, Inc. **Copyright:** 1974
Ordering Info: Englewood Cliffs, NJ
Price: **ISBN #:**

Title: Starting a Nation, Sept. 1984, Vol. 5 #9
Format: magazine **Suggested Grade Level:**
Author: Cobblestone Magazine, the history magazine for young people
Publisher: Cobblestone Publishing, Inc. **Copyright:**
Ordering Info: 20 Grove Street, Peterborough, NH 03458
Price: **ISBN #:**

Title: Statue of Liberty - Learning About America, The
Format: workbook **Suggested Grade Level:** 5-12
Author: Sobel, Myra K.
Publisher: Schoolhouse Press, Inc. **Copyright:** 1986
Ordering Info: Cleveland, Ohio
Price: **ISBN #:**

Title: Story of Monticello, The
Format: picture book **Suggested Grade Level:** K-6
Author: Richards, Norman
Publisher: Childrens Press, Chicago **Copyright:** 1970
Ordering Info: Regensteiner Publishing Enterprises, Inc.
Price: **ISBN #:**

Title: Story of the Boston Tea Party
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:** 1967
Ordering Info:
Price: **ISBN #:**

Title: Story of the Burning of Washington
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Story of the Constitution, The
Format: picture book **Suggested Grade Level:** K-4
Author: Proimen, Marilyn
Publisher: Regensteiner Publishing Enterprises, Inc. **Copyright:** 1969
Ordering Info: Children's Press, Chicago
Price: **ISBN #:**

Title: Story of the Mayflower Compact
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Story of the Powers of the President, The
Format: picture book **Suggested Grade Level:** K-6
Author: Stein, R. Conrad
Publisher: Regensteiner Publ. Enterprises, Inc. **Copyright:** 1985
Ordering Info: Children's Press, Chicago
Price: **ISBN #:**

Title: Story of Valley Forge
Format: book **Suggested Grade Level:** 3-6
Author: Richards, Norman
Publisher: Children's Press **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Street Law - A Course in Practical Law, 3rd Edition
Format: Report/TG **Suggested Grade Level:** 7-12
Author: Arbetman, Lee P., McMahon, Edward T., O'Brien, Edward L.
Publisher: West Publishing Co. **Copyright:** 1986
Ordering Info: 50 West Kellogg Boulevard, P.O. Box 3526, St. Paul, MN 55165
Price: **ISBN #:**

Title: Street Law - A Course in Practical Law, 3rd Edition
Format: textbook **Suggested Grade Level:** 7-12
Author: McMahon, Edward T., Arbetmann, Lee P., O'Brien, Edward L.
Publisher: West Publishing Company **Copyright:** 1986
Ordering Info: 50 W. Kellogg Blvd, P. O. Box 64526, St. Paul, MN 55164-1003
Price: **ISBN #:**

Title: "Struggle for Rights," Feb. 1983; "Patriotic Tales of the American Revolution," Sept. 1983.
Format: magazine **Suggested Grade Level:** 3-6
Author: Cobblestone Magazine
Publisher: Cobblestone Publishing, Inc. **Copyright:** 1983
Ordering Info:
Price: **ISBN #:**

Title: Study Guide for the United States Constitution
Format: workbook/TG **Suggested Grade Level:** 7-12
Author: Hagemann, Frances L.
Publisher: McDougal, Littell and Company **Copyright:** 1987
Ordering Info: Box 1667, Evanston, IL 60204
Price: **ISBN #:**

Title: Studying the Constitution - Workbook
Format: workbook **Suggested Grade Level:** 6-12
Author: Billings, Henry
Publisher: D. C. Heath and Company **Copyright:** 1987
Ordering Info: D. C. Heath and Company, Lexington, MA
Price: **ISBN #:**

Title: Supreme Court: Guardian of the Constitution, The
Format: filmstrip **Suggested Grade Level:** 8-12
Author: Newsweek, Social Studies Program
Publisher: Newsweek, Inc. **Copyright:** 1985
Ordering Info: 444 Madison Avenue, New York, New York 10022
Price: **ISBN #:**

Title: Taos Indians and Their Sacred Blue Lake, The
Format: book **Suggested Grade Level:** 3-5
Author: Keegan, Marcia
Publisher: Julian Messner **Copyright:** 1972
Ordering Info:
Price: **ISBN #:**

Title: Taste of Early American Cooking, A
Format: cookbook **Suggested Grade Level:** K-6
Author:
Publisher: Betsy Ross House **Copyright:** 1974
Ordering Info: Hammond Inc
Price: **ISBN #:**

Title: Teaching Today's Constitution: A Contemporary Approach
Format: lessons/cases **Suggested Grade Level:** 7-12
Author:
Publisher: Social Studies School Services **Copyright:** 1987
Ordering Info: 10200 Jefferson Boulevard, Box 802, Culver City, CA 90232
Price: $17.95 **ISBN #:**

Title: Thaddeus Kosciuszko and His Home in Philadelphia
Format: picture pamphlet **Suggested Grade Level:** K-6
Author: Wilson, Robert H.
Publisher: Copernicus Society of America **Copyright:** 1976
Ordering Info: Philadelphia, PA
Price: $1.00 **ISBN #:**

Title: That Lively Man, Benjamin Franklin
Format: book **Suggested Grade Level:** 3-6
Author: Eaton, Jeanette
Publisher: Scott Foresman, Co. **Copyright:** 1948
Ordering Info:
Price: **ISBN #:**

Title: This Constitution: Our Enduring Legacy
Format: supplementary **Suggested Grade Level:** K-12
Author:
Publisher: Congressional Quarterly Books **Copyright:**
Ordering Info: 1414 - 22nd St., N.W., Washington, D.C. 20037
Price: **ISBN #:**

Title: Thomas Jefferson
Format: picture pamphlet **Suggested Grade Level:** K-6
Author: Frey, Herman S.
Publisher: Frey Enterprises **Copyright:** 1983
Ordering Info: 2120 Crestmoor Road, No. 125, Nashville, TN 37215
Price: **ISBN #:**

Title: Thomas Jefferson: A First Book
Format: book **Suggested Grade Level:** 3-6
Author: Patterson, Charles
Publisher: Franklin Watts Library Edition **Copyright:** 1987
Ordering Info: Franklin Watts, New York
Price: **ISBN #:**

Title: Tides of Justice: The Supreme Court and the Constitution in our Time
Format: book **Suggested Grade Level:** 5-8
Author: Liston, Robert
Publisher: Delacorte **Copyright:** 1966
Ordering Info:
Price: **ISBN #:**

Title: Time - Independence, Special 1776 Issue, Vol 105 #20
Format: magazine-photo essays **Suggested Grade Level:** K-6
Author: Time The Weekly Newsmagazine
Publisher: Time Inc. **Copyright:** 1975
Ordering Info: 541 Fairbanks Court, Chicago IL 60611
Price: **ISBN #:**

Title: TIME - Special Bicentennial Issue - The New Nation
Format: pictures/text **Suggested Grade Level:** K-12
Author: Vol. 107, #21, 1976
Publisher: Time, Inc. **Copyright:**
Ordering Info: 541 N. Fairbanks Court, Chicago, IL 60611
Price: **ISBN #:**

Title: To Preserve the Constitution
Format: audiovisual **Suggested Grade Level:** 6-12
Author:
Publisher: Films, Inc. **Copyright:** 1978
Ordering Info:
Price: **ISBN #:**

Title: Tricorn Hat Tour - A Coloring Book of Colonial Williamsburg, The
Format: coloring book **Suggested Grade Level:** K-6
Author:
Publisher: Charles H. Overly Studio **Copyright:** 1959
Ordering Info: Colonial Williamsburg Foundation, Williamsburg, VA
Price: **ISBN #:**

Title: Two Hunters: One Deer - The Methods Book: Strategies for Law-Focused Education, pp. 51-53.
Format: book **Suggested Grade Level:**
Author: Gallagher, Arlene G.
Publisher: Chicago, Law in American Society Foundation **Copyright:** 1978
Ordering Info:
Price: **ISBN #:**

Title: U. S. Constitution, The
Format: book **Suggested Grade Level:** 3-5
Author: Hayman
Publisher: Four Winds **Copyright:** 1966
Ordering Info:
Price: **ISBN #:**

Title: U.S. Constitution
Format: computer **Suggested Grade Level:**
Author:
Publisher: Focus Media **Copyright:** 1984
Ordering Info: Social Studies School Services, 10200 Jefferson Blvd., Box 802, Culver City, CA 90232-9983
Price: $99.00 **ISBN #:**

Title: U.S. Constitution Bicentennial Fact Kit
Format: posters **Suggested Grade Level:** K-12
Author:
Publisher: Congressional Quarterly Books **Copyright:**
Ordering Info: 1414 - 22nd St., N. W., Washington, D. C., 20037
Price: $29.95 **ISBN #:**

Title: U.S. Constitution for Everyone, The
Format: book **Suggested Grade Level:**
Author: Gerberg, Mort
Publisher: Perigree Books **Copyright:** 1987
Ordering Info: Putnam Publishing Group, 200 Madison Ave., NY, NY 10016
Price: **ISBN #:**

Title: U.S. Constitution Tutor
Format: computer tutorial **Suggested Grade Level:** 6-12
Author:
Publisher: Micro Learn **Copyright:** 1984
Ordering Info: Social Studies School Services, 10200 Jefferson Blvd., Box 802, Culver City, CA 90232-9983
Price: $39.95 **ISBN #:**

Title: Uncle George Washington and Harriet's Guitar
Format: novel **Suggested Grade Level:** 4-6
Author: Bourne, Miriam Anne
Publisher: Coward-McCann, Inc., New York **Copyright:** 1983
Ordering Info: 51 Madison Avenue, New York, NY 10010
Price: **ISBN #:**

Title: Uniforms of the American Revolution Coloring Book
Format: coloring book **Suggested Grade Level:** K-6
Author: Copeland, Peter F.
Publisher: Dover Pictorial Archive Series **Copyright:** 1974
Ordering Info: 31 East 2nd St., Mineola, NY 11501
Price: $2.75 **ISBN #:**

Title: Unlocking the Constitution and the Declaration of Independence, The Bicentennial Edition
Format: workbook **Suggested Grade Level:** 5-7
Author: Goldberg, Robert M., and Haynes, Richard M.
Publisher: Globe Book Company, Inc. **Copyright:** 1985
Ordering Info: 50 West 23rd Street, New York, NY 10010
Price: **ISBN #:**

Title: USA Freedom
Format: newspaper + teacher guide **Suggested Grade Level:**
Author:
Publisher: USA Today **Copyright:**
Ordering Info: Mike Presutti, USA Today, 2222 W. 26th Ave, Denver, CO 80211
Price: varies w/order **ISBN #:**

Title: Using a Mock Trial with Elementary Students

Format: book **Suggested Grade Level:** 2-6
Author:
Publisher: Foundations of Justice **Copyright:** 1975
Ordering Info: Charles E. Merrill, Columbus, Ohio
Price: **ISBN #:**

Title: Using the Rocky Mountain News to Teach About the Constitution

Format: newspapers **Suggested Grade Level:** 2-6
Author: Newspapers in Education
Publisher: Rocky Mountain News **Copyright:**
Ordering Info: P.O. Box 719, Denver, CO 80201
Price: **ISBN #:**

Title: Victory at Yorktown

Format: Reference **Suggested Grade Level:** K-6
Author: Cullen, Joseph P.
Publisher: National Park Service **Copyright:** 1976
Ordering Info: Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402
Price: **ISBN #:**

Title: Virginia State Garrison

Format: paperdolls **Suggested Grade Level:** K-6
Author:
Publisher: Charles H. Overly Studio, Inc. **Copyright:**
Ordering Info: Harvard, MA 01451 - #34226
Price: $3.25 **ISBN #:**

Title: Walking Tour of Independance National Historical Park, A

Format: Pamphlet **Suggested Grade Level:** K-6
Author: Bertle, Beth and Carroll, Mary C.
Publisher: Friends of Independence National Historical Park **Copyright:** 1983
Ordering Info: 313 Walnut St., Philadelphia, PA 19106
Price: **ISBN #:**

Title: We The People

Format: play **Suggested Grade Level:** 5-6
Author: McHugh, Clare
Publisher: Junior Scholastic, Vol. 89 #6 - Nov. 17, 1986 **Copyright:** 1986
Ordering Info:
Price: **ISBN #:**

Title: We The People, From Subject to Citizen

Format: book **Suggested Grade Level:**
Author: KDI Instructional Systems, Inc., Columbus, Ohio
Publisher: Education Development Center, Inc. **Copyright:** 1970
Ordering Info: Cambridge, Massachusetts
Price: **ISBN #:**

Title: We Will Be Heard: Dissent in the United States
Format: book **Suggested Grade Level:** 3-7
Author: Weiss, Ann E.
Publisher: Julian Messner **Copyright:** 1972
Ordering Info:
Price: **ISBN #:**

Title: West Point
Format: reference **Suggested Grade Level:** 5-6
Author: Rapp, Kenneth W.
Publisher: North River Press **Copyright:** 1978
Ordering Info: Caroline House Publishers, Inc.
Price: $3.95 **ISBN #:**

Title: What's The Big Idea, Ben Franklin?
Format: picture book **Suggested Grade Level:** K-6
Author: Fritz, Jean
Publisher: Coward, McCann and Geoghegan, Inc. **Copyright:** 1976
Ordering Info: 200 Madison Ave., New York, New York 10016
Price: $6.95 **ISBN #:**

Title: Where Was Patrick Henry On the 29th of May?
Format: book **Suggested Grade Level:** 3-6
Author: Fritz, Jean
Publisher: Coward, McCann & Geoghegan, Inc. **Copyright:**
Ordering Info:
Price: **ISBN #:**

Title: Who Is Carrie?
Format: novel/slavery **Suggested Grade Level:** 5 - 6
Author: Collier, James Lincoln and Christopher
Publisher: Dell Publishing Co., Inc. **Copyright:** 1987
Ordering Info: 1 Dag Hammarskjold Plaza, New York, New York 10017
Price: **ISBN #:**

Title: Why Don't You Get a Horse Sam Adams?
Format: book **Suggested Grade Level:** 3-6
Author: Fritz, Jean
Publisher: Coward, McCann & Geoghegan, Inc. **Copyright:** 1973
Ordering Info:
Price: **ISBN #:**

Title: Will You Sign Here, John Hancock?
Format: picture book **Suggested Grade Level:** K-6
Author: Fritz, Jean
Publisher: Coward, McCann and Geoghegan, Inc. **Copyright:** 1976
Ordering Info: General Publ. Co., Limited, Toronto, Canada
Price: $4.95 **ISBN #:**

Title: Williamsburg Colonial Craftsmen, Press-out Book
Format: paper press-out book **Suggested Grade Level**: K-6
Author:
Publisher: Colonial Williamsburg Foundation **Copyright**: 1973
Ordering Info: Colonial Williamsburg Foundation, USA
Price: **ISBN #**:

Title: Window on Williamsburg, A
Format: picture book **Suggested Grade Level**: K-6
Author: Walklet, John J., Jr.; Ford, Thomas; and Sheppard, Donna C.
Publisher: Colonial Williamsburg Foundation **Copyright**: 1983
Ordering Info: Holt, Rinehart and Winston, New York, New York
Price: $6.95 **ISBN #**:

Title: Witnesses at the Creation - Hamilton, Madison, Jay and the Constitution
Format: reference text **Suggested Grade Level**: 9-12
Author: Morris, Richard B.
Publisher: New American Library - A Plume Book - New American Library, 1633 Broadway, New York, NY 10019 **Copyright**: 1985
Ordering Info: Henry Holt and Company, Inc., 521 5th Ave., New York, NY 10175
Price: **ISBN #**:

Title: World of George Washington, The
Format: reference/picture/text **Suggested Grade Level**:
Author: Ketchum, Richard M.
Publisher: American Heritage Publishing Co., Inc. **Copyright**: 1974
Ordering Info: 10 Rockefeller Plaza, New York, New York 10020
Price: **ISBN #**:

Title: Yankee Doodle
Format: book **Suggested Grade Level**: K-3
Author: Schackburg, Richard
Publisher: Prentice-Hall, Inc. **Copyright**: 1965
Ordering Info:
Price: **ISBN #**:

Title: You Be The Judge
Format: book **Suggested Grade Level**: 4-8
Author: Carroll, Sidney
Publisher: Lothrop, Lee and Shepard Company **Copyright**: 1971
Ordering Info:
Price: **ISBN #**:

Title: Young Ben Franklin
Format: book **Suggested Grade Level**: K-3
Author: Santrey, Laurence
Publisher: Troll Associates **Copyright**: 1982
Ordering Info: Mahwah, New Jersey
Price: **ISBN #**:

Title: Young Consumers - Law in Action Series, 2nd Edition for Teachers
Format: textbook **Suggested Grade Level**: 5-12
Author: Riekes, Linda, and Ackerly, Sally Mahe
Publisher: West Publishing Co. **Copyright**: 1980
Ordering Info: St. Paul, MN
Price: **ISBN #**:

Title: Young United States
Format: book **Suggested Grade Level**: 3-6
Author: Tunis, Edwin
Publisher: World Publishing Co. **Copyright**: 1969
Ordering Info:
Price: **ISBN #**:

Title: Your Freedom and the First Amendment
Format: audiovisual **Suggested Grade Level**: 6-12
Author:
Publisher: Educational Enrichment Materials **Copyright**: 1976
Ordering Info:
Price: **ISBN #**:

Title: Your Freedoms: The Bill of Rights
Format: book **Suggested Grade Level**: 4-6
Author: Kelly, Frank
Publisher: G.P. Putnam's Sons **Copyright**: 1964
Ordering Info:
Price: **ISBN #**:

Title: Your Rights: Past and Present
Format: book **Suggested Grade Level**: 5-9
Author: Haskings
Publisher: Hawthorne Books **Copyright**: 1975
Ordering Info:
Price: **ISBN #**:

Title: Your Rugged Constitution: How America's House of Freedom is Planned and Built
Format: book **Suggested Grade Level**: 5-9
Author: Findlay, Bruce
Publisher: Stanford University Press**Copyright**: 1969
Ordering Info:
Price: **ISBN #**:

Title: Youth Attitudes and Police - Law in Action Series
Format: textbook **Suggested Grade Level**: 4-12
Author: Riekes, Linda, and Mahe, Sally
Publisher: West Publishing Co. **Copyright**: 1975
Ordering Info: St. Paul, MN
Price **ISBN #**:

ABOUT THE DIRECTORS

Pam Solomon has been the Consultant for Humanities and Higher Order Thinking Skills at the Colorado Department of Education. She will return to Cherry Creek Public Schools this year to begin her thirteenth year as an elementary school teacher. Ms. Solomon has a masters degree in Educational Psychology from the University of Colorado and a Bachelor of Science Degree in Education from Northwestern University. In 1984 she received state-wide recognition for successfully involving elementary students in studying the Presidential elections process. Her special contributions have included the development of interdisciplinary and experiential learning activities for young students. Ms. Solomon wrote the federal grant proposal for the development of this curriculum, is the Director of the project, and has been responsible for its administration.

Virginia Jones is the Social Studies Consultant for the Colorado Department of Education. She has fifteen years of classroom experience primarily in United States History and Government. Ms. Jones has a Bachelor of Science Degree from Colorado State University and a Master of Arts Degree in Guidance and Counseling from the University of Colorado, another Master of Arts Degree (in progress) in Computers in Education from Lesley College in Cambridge, Massachusetts, and over 100 hours of graduate credits in gifted, global, future studies, psychology and computer applications. In addition she has participated in the National Endowment for the Humanities Summer Seminar "The Young Republic: American Life and Culture, 1783-1830", and World Campus Afloat, an international graduate studies program. Ms. Jones is currently an instructor for a University of Colorado continuing education course for educators on teaching the Constitution in the Classroom. She served as Co-Director of the project and was responsible for the desktop publishing of the curriculum guide on a Macintosh computer.

Beverly Trefny is currently the Media Specialist at High Plains Elementary School in Cherry Creek Public Schools. She also serves as the curriculum specialist in interdisciplinary approaches to teaching for the Public Education Coalition, a private foundation promoting educational reform for excellence in Colorado. Ms. Trefny has a Bachelor of Arts Degree in History from the University of California, a Master of Library Science Degree from Rutgers University, a Master of Arts Degree in Liberal Studies (Russian Literature and History) from Wesleyan University, and a Certificate of Advanced Studies in American Literature and Film from Wesleyan University. Recently she completed an exemplary interdisciplinary project on the Eighteenth Century. Ms. Trefny has been instrumental in coordinating the writing of this curriculum and her ideas for interdisciplinary study have inspired the nature of this Guide.